

If You Are Interested In . . .

The Preschool Child, see pages
8, 21, 27, 29, 39.

The Grade School Child, see
pages 4, 8, 13, 16, 18, 21,
25, 27, 29, 36, 39.

The High School Boy and
Girl, see pages 3, 4, 8, 11,
13, 16, 18, 20, 29, 39.

Home and School Material,
see pages 3, 4, 13, 20, 21,
31, 36.

P. T. A. Problems, see pages
3, 13, 20, 21, 31, 39, 40.

CHILD WELFARE COMPANY

1201 Sixteenth Street, N. W., Washington, D. C.

OFFICERS

MRS. FREDERICK M. HOSMER.....President
MRS. J. K. PETTENGILL.....Vice-President
DR. THOMAS W. GOSLING.....Treasurer
MRS. MARY T. BANNERMAN.....Secretary

DIRECTORS

Dr. Ada Hart Arlitt Mrs. E. C. Mason
Mrs. Mary T. Bannerman Mrs. Lawrence A.
Mr. J. W. Faust Mailhes
Dr. Thomas W. Gosling Mrs. J. K. Pettengill
Mrs. Frederick M. Dr. Wm. McKinley
Hoamer Robinson

NATIONAL PARENT-TEACHER

The Only Official Magazine of the National
Congress of Parents and Teachers

EDITORIAL STAFF

MRS. J. K. PETTENGILL.....Editor
MRS. EVA GRANT.....Assistant to Editor
ADA HART ARLITT.....Associate Editor
MRS. JOHN E. HAYES.....Associate Editor
WM. MCKINLEY ROBINSON.....Associate Editor
MARION L. FAEGRE.....Contributing Editor
WINNIFRED KING RUGG.....Contributing Editor
CLARICE WADE.....Contributing Editor

EDITORIAL OFFICE

1201 Sixteenth Street, N. W., Washington, D. C.
The magazine is not responsible for loss or injury
to manuscript or art material while in its posses-
sion or in transit.

SUBSCRIPTION OFFICE

1201 Sixteenth Street, N. W., Washington, D. C.
ELEANOR TWISS.....Business Manager
MARY A. FERRE.....Circulation Manager

SUBSCRIPTION RATES

\$1.00 year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign

Notice of change of address should be sent direct
to the subscription office; old address in full as
well as new address must be given.

National Parent-Teacher

(Title Registered U. S. Patent Office)

VOL. XXXII

No. 10

C O N T E N T S

JUNE-JULY • 1938

Special Articles

	PAGE
The Changing Family In a Changing World Dr. Paul Popenoe	4
From Childhood to Adulthood...Douglas A. Thom, M.D.	8
Helping School Children to Grow Emotionally Gladys E. Hall	13
Woodland Vacations.....Reynold E. Carlson	16
The Family Players.....Mabel Foote Hobbs	18
Keeping Your Child Healthy....Lee Forrest Hill, M.D.	21
They Will Thank You For It!.....Lois Whipple Clark	25
In Your Own Back Yard.....Dorothy Bartlett	27

Regular Features

The Robinson Family: Jack Gets a Job Marion L. Faegre	11
For Fathers by Fathers: Who is Equal to the Task? David Vaughan	29
Echoes from the Convention.....	31
Books.....Winnifred King Rugg	36
Our Letter Box.....	38
Study Course.....Ada Hart Arlitt	39
Our Authors	40

Editorial:

Frances S. Pettengill 20

The President's Message:

Youth Writes History.....Frances S. Pettengill 3

Poetry

Our Task.....Signe J. Hanson	8
Aladdin's Lamp.....Roma Evans Ives	19
A Boy and a Bike.....Mrs. Frank Bukacek	24

The NATIONAL PARENT-TEACHER is listed in the Education Index.

Published monthly October to May, bi-monthly June to September, by the
CHILD WELFARE COMPANY, INC.

Entered as Second-Class Matter at the Post Office, Washington, D. C.,
under Act of March 3, 1879

Member of the Audit Bureau of Circulations.

Copyright, 1938, by the Child Welfare Company.



HOMeward AT EVENTIDE

*The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the
lea,
The ploughman homeward plods his
weary way,
And leaves the world to darkness and
to me.
Now fades the glimmering landscape on
the sight,
And all the air a solemn stillness holds,
Save where the beetle wheels his droning
flight,
And drowsy tinklings lull the distant
folds.*

—THOMAS GRAY.



Ben Collins—

The President's Message



☆ Youth Writes History

YOUTH writes the world's history. Particularly in the development of a young country such as ours does history become the chronicle of youth—its dreams, its deeds, its daring.

They were young men—some were but boys—who in seventy-six fanned to a great blaze the quick sparks of their indignation, their courage and their conviction. In France the youthful Lafayette saw that flame, and youth answered to youth across the sea.

Out toward the West through many decades rolled the covered wagons. From the doors of countless homes in the safe and staid towns of the East, fathers and mothers wistfully waved farewell to their children—the young husband and the girl wife. Their physical strength, their zest for the untried, their devotion to a purpose were the assets of youth. They started out to build a home in the wilderness; they ended by building a nation.

Even in less strenuous times and in lighter mood, youth sets the tone and leaves its mark irrevocably on the record of our days. The Gay Nineties tell the story of a drama staged and presented by young girlhood whose training and education, coupled with charm and ability, gave to American culture a social epoch of color and distinction. Youth wrote the gay interlude.

YOUTH IS SPEAKING today with many voices. As adults we are gravely concerned over some of these voices that come to our ears telling of unrest, of youthful crime, of discouragement, and of distrust. But we hear other deep and strong voices of youth as well. These voices tell us of their earnest search for simple reality and basic truth in all their human relationships; they tell us of their love for fair play and justice in the home, in the school, in the community, and at the bar of public opinion and civic decision; they tell us of their belief in brotherhood and their passion for peace; they speak to us of their desire to serve their day and generation.

To parents and to teachers and to all adults this knowledge brings a challenge, a responsibility, an opportunity—it may bring hope and confidence as well!

The moving finger is writing the history of our time, and the recording is the handwriting of youth.

Frances S. Pettengill
President,
National Congress of Parents and Teachers.



The Changing Family

By

DR. PAUL POPENOE

THE FAMILY is normally a cooperative enterprise, an institution founded on the principle of "one for all and all for one." It attains its greatest success, it offers the most value to all concerned, to the extent that it reaches this cooperative ideal.

In actual practice, in the United States today only a minority of educated families have attained a cooperative status. In the majority, patterns of dominance and submission, of competition and conflict, still prevail.

Studies by the Institute of Family Relations, covering thousands of ordinary families, show that there are almost as many in which the wife dominates as there are in which the husband dominates; and that these two types together outnumber the genuine 50-50 partnerships two to one.

There is a great difference in the happiness of these families:

Of the real partnerships, 87 percent are happy.

Of the husband-dominated marriages, 61 percent are happy.

Of the wife-dominated homes, only 47 percent are happy.

Evidently, a real partnership is worthwhile. This requires that the family have two heads, not one, and that these heads be able to cooperate instead of spending their time in competition and conflict.

Suppose that several individuals direct their behavior toward the same social end. In *cooperation* they are working *with* one another and all can reach the objective fully. In *competition* they are working *against* one another and only one can reach the objective fully. Competition easily degenerates into *conflict* in which people are not competing against each other legitimately (for in its place competition is a legitimate and useful thing) but illegitimately, in that each is trying to damage the other in order to impair his competitive ability.

How easy it is to think of families in which husband and wife, instead of cooperating, are competing against each other (often in serious conflict): They compete against each other for a fair share of the budget, for

the affection of the children, for enjoyment of leisure time, for the use of the family automobile, for educational opportunities—for almost everything that goes into family life!

The unhappiness of such families is easy to understand. Yet when we think over the factors in modern life that tend to prevent cooperation and to promote competition, it is surprising that any family reaches a real cooperative form! Let me mention just a few:

Factors Preventing Cooperation

IN THE first place, men and women don't know what cooperation means. Many of them understand intuitively, but few have been taught to think the subject through.

The general patterns of modern society—of the industrial, business, and professional worlds—are based more on competition than on cooperation, and it is in these fields that the sexes compete against each other.

Correspondingly, boys and girls are trained for years mainly in competition against each other rather than in the cooperation of the sexes. From the time they begin school at the age of five or six, the sexes compete against each other for marks, for the teacher's favor, and for election to class offices. At the highschool age they are being taught, explicitly or implicitly, that they must compete against each other in the world—worse, they are being taught that the sexes are in conflict. Boys are led to understand that they must fight to keep the girls from getting their jobs—that the girls will use unfair tactics: they will undercut prices and "vamp" the boss. Girls are taught that the boys will use unfair tactics to keep them from getting jobs: that they will procure legislative discriminations against women, will force women to work for lower wages and fewer distinctions. All this is largely an unconscious process but none the less effective in forming attitudes that carry throughout life and make cooperation of the sexes more difficult.

The girl's patterns of life are further distorted by what Alfred Adler called "the masculine protest." As far back as she can remember, the girl may have been led to believe that this is a man's world and that women get the worst of it. Boys are doing interesting things. She is perfectly well able to do the same things, but she is told, "You can't do that—you're a girl!" Perhaps her parents openly express the wish that she were a boy. Perhaps she is the victim of unreasonable discrimination in innumerable ways. She grows up with a more or less unconscious but deep-seated and

In a Changing World



far-reaching resentment against the world because it is organized for the benefit of males and because she was born a female. Most educated women say that they have at one time or another wished they had been born boys. It would be hard to find an educated man who ever wished that he had been born a girl. Time will not permit adequate analysis of this inferiority complex which the majority of educated women possess. It is obviously unfavorable to successful cooperation in family life.

life. We must begin to think and to talk about it more systematically; and not merely to preach but to practice—to "learn to do by doing." Let me suggest summarily a few of the steps that seem to be indicated:

Steps Leading to Cooperation

THE BOY'S patterns of life are also distorted in a somewhat comparable way by the absence of masculine influences and the dominance of feminine influences in his surroundings. In the city he can not associate with his father and other men as the farm boy does. From infancy, he is brought up by females. First it is his mother; then his teachers. To these, at the adolescent period, must be added the girls of his group, who are the same age chronologically but more mature emotionally and socially; we must also add the mothers of these girls. He becomes a pawn in a social game which the girls and their mothers play. They make the plans: they tell him how to come and how to go. By the time he reaches manhood he looks back over a past in which there have been few masculine influences, but always women telling him what to do and when to do it. This has not given him a satisfactory training for cooperation in marriage. On the one hand, he may continue to be a "yes-my-dear-man." On the other hand, he may over-compensate by a violent reaction, by becoming antagonistic and negativistic, by asserting himself unreasonably. In short, he may spend forty years punishing his wife for the sins that he feels his mother and teachers committed against him!

Not to extend this catalog unduly, it may be said finally that women are notoriously poor cooperators anyway! Men are bad enough at it; but they have had, through hundreds of thousands of years, discipline in teamwork through the male occupations of hunting and fighting. Woman's training has been more individualistic, and this shows itself (at least in the opinion of most men!) in their lack of sex-solidarity, and in their unwillingness to cooperate with each other in such natural ways as by the cooperative care of children.

WITH ALL these and many similar handicaps, it is clear enough that a real effort will be required to build up a satisfactory basis for cooperative family

LET'S BEGIN by banishing from our thought the unscientific notion of "sex equality." It doesn't exist, it never did exist, it can't exist, because equality does not exist anywhere in nature. It is found only in the imaginary figures of geometers.

The sexes are specialized, each to do a certain work: they are mutually dependent; they complement each other and supplement each other. To speak of them as equal is just as unfounded as to speak of one as superior and the other as inferior. We must combat the inferiority complex of some educated women just as vigorously as we fight the patriarchal tradition of some educated men, and get both of them to adopt a sounder point of view, biologically.

On the other hand, we should begin to direct children's attention more systematically to the differences in the behavior of the sexes. Every experienced person knows that men and women will react differently in any situation, just because they are male and female respectively. This fact enriches life greatly; it doubles the value of intellectual companionship in marriage. Anyone who is going to get through life pleasantly and profitably, whether married or not, must learn how to get along with that one half of the world's population which behaves unlike his own. At the highschool age boys and girls are naturally interested in this subject. More attention given to it in school would make possible more harmonious family relations a few years later.

We must bring up our children to be family-minded, and to take a closer part with their parents in the work of the world. It will be unfortunate if an artificial Youth Movement, intended to emphasize the apartness of the young, makes any further progress in America. Observation in foreign countries shows that it leads not to cooperation but to regimentation. Herd-mindedness is not a satisfactory substitute for the normal patterns of family sharing.

Specialization of the two sexes, which leads naturally to cooperation rather than to competition and conflict,

can be stressed very usefully by stressing preparation for parenthood in the education of both boys and girls.

I do not, of course, mean to suggest that we can stop educating young people to make a living, but we must prepare them for parenthood in addition. The manner in which the schools have managed, in actual practice, to forget the professed objective of "worthy home membership" is astounding. That objective certainly deserves more emphasis than does "good citizenship," for example. Not merely does the family come before society in evolution and in the experience of the child, but good citizenship can be attained best through the promotion of sound family life.

This must be promoted indirectly as well as directly.

That means the necessity for more mature, well-integrated, happily married men and women in the teaching force, especially at the highschool level. Teaching of family relations and allied subjects is making rapid progress in the schools, but it is still probably true that not one high-school graduate in every ten has anything like an education of that sort—one in every hundred might be nearer the fact. Progress is held back not so much by unwillingness of parents to have this instruction offered, or of administrators to provide it, as by the lack of mature, experienced, and properly trained teachers to give it.

Emphasis on the competition of the sexes against each other, which is now a conspicuous feature of school life, should be changed toward cooperation in every way possible. Let us examine a few measures that are worth consideration:

(1) The fact that boys are less mature socially and emotionally than girls of the same age, and that school life is stratified on the basis of calendar ages, puts boys in a permanently unsatisfactory position, as I have already mentioned. It is interesting to note that one representative group of educators has recently suggested very seriously that boys be started in the first grade at seven, girls at six, in order that they may be matched more equally.

(2) Too much dependence is placed on competitive marks and on the grading system, so long as the present disparity in the maturity of the sexes continues. It is too easy for the girls to beat the boys!

(3) It might be possible to minify the present com-

petitive tendency of school instruction. If we cannot give up the system of competitive grading altogether (there are some strong arguments for as well as against the system), we might introduce group-competition. Boys and girls in one group could cooperate to make a better record than girls and boys in another group. This would tend to develop habits of teamwork between the two sexes, especially if they could associate on a level of maturity.

(4) The project system can be developed to furnish many more opportunities for boys and girls to collaborate. This is particularly feasible at the highschool level through the homeroom and through appointment of many small committees of boys and girls working together, and thus learning to assist each other instead of to compete against each other.

(5) The work of the school should, of course, be tied up much more closely with the daily activities of the home.

(6) Social life at the highschool level should be organized in such a way that girls will not be associating

exclusively with boys who are their inferiors in respect to social and emotional maturity. It will be hard to change this as long as the present age-classification is so rigid, but a start can be made outside the school, at least, if parents will encourage their daughters to associate with boys a few years older than they are. This is particularly essential in the later years of adolescence, in order that girls may marry. The lamentable failure of so many college graduate women to marry (one fourth or even one half of the girls who graduate from some colleges remaining permanently unwed) is due in part to the fact that they associate too much with men of their own age who are not the ones most likely—statistically speaking—to marry them.

Competitive experience in the business world—especially if she is competing directly with men or gets into an executive position where she is giving orders to men—may not help a girl either in finding a suitable mate or in cooperating with him after she finds him.

Similarly, the development of traits of dominance essential to a successful teacher is not wholly an asset when that teacher marries.

It would, therefore, be desirable from many points of view to let girls marry at the normal biological age, which is in the early twenties; let them have their

This article was presented by Dr. Paul Popenoe as an address at the annual Convention of the National Congress of Parents and Teachers which was held recently in Salt Lake City. Dr. Popenoe's comments aroused a great deal of thinking, and what is often the aftermath of thinking—a great deal of discussion. Many people agreed with Dr. Popenoe and many disagreed with him. We present this article to you, our readers, for your individual reactions. Do you agree or disagree with Dr. Popenoe that:

- 1. Boys and girls are trained for years mainly in competition with each other.**
- 2. Women are notoriously poor cooperators.**
- 3. Sex equality does not exist and cannot exist.**
- 4. It is desirable to let girls marry in the early twenties.**
- 5. Society must equalize burdens of parenthood by a proportional family wage.**

children while they are still young; and then, if they want to make an additional social contribution, as a means of self-expression or for any other reason, let them do so after their children are in school.

At the age of 35 or 40 a woman would be mature, experienced, at the height of her powers, and in many ways much better qualified to teach, to do social work, or to take some other job that might attract her, than is the inexperienced girl just out of college whose main recommendation is the number of "units" she has acquired. I believe much of the elementary and high-school teaching of the future, for instance, could be done advantageously by married women who have kept up their intellectual interests through adult education, and who have demonstrated in their own homes that they are good educators. Even if their work were on a part time basis, so that two or three of them were required to do what is now done by some unmarried woman working full time, the gains to society would far outweigh the losses. The present system prevents too many superior women from becoming wives or mothers.

As a necessary step, not merely to this end but to the integration of the home, society must be prepared to equalize the burdens of parenthood by a proportional family wage which will increase the salary of the white collar worker—whether man or woman—with the birth of each child.

The present erroneous concept of "Equal pay for equal work," which merely means that a highschool principal with a wife and four children is expected to live on the same salary that would be paid a bachelor, has proved to be too destructive of family life to be continued. It puts a high premium on sterility and punishes people for having children. In a society very

sensitive to economic pressure, it is not surprising that educated couples now have only half as many children as they want (as revealed in a recent survey), and that every fourth or fifth couple has no children at all.

The family wage is economically sound, socially just, and eugenically necessary.

Finally, patterns of cooperation should be more widely encouraged along economic and social lines, because they will then carry over into the family. Consumers' cooperatives, organized not by legislation or regimentation from above, but by voluntary association of persons who are far-sighted enough to cooperate successfully, will set a good example.

Women may well learn to cooperate with each other more adequately in such chores as the care of young children. In almost any city block you may find half a dozen young mothers, each with a child of about the same age—all of these mothers staying home all day long, each to look after her one child. Why should not each of these six mothers take all the children in turn, thus giving everyone of the women a number of free afternoons each week? Why should not groups of families cooperate in providing satisfactory recreation to offset the vicious influence of the movies and other commercial amusements on which they must now depend? The answer again is that we have almost forgotten how to cooperate in family life.

The family is the foundation of society. It sets the pace for society because it furnishes the raw material, so to speak, of which society is made. A deliberate effort, begun now, to build up stronger bonds within the family, to increase the harmonious working of home influences, will not merely make the home a happier place, but will play a far-reaching part in the creation of a better nation.



From Childhood to Adulthood

Training Children for Adult Responsibilities

By DOUGLAS A. THOM, M. D.

NOTHING is more challenging and, at times, more baffling and unpredictable than human conduct. Whether the study of behavior be approached with the precision of a scientist, or the vision of the artist, or the sentiment of the parent, it remains elusive, complex, and intriguing. Yet its fascination as a problem will continue to challenge those whose intellectual curiosity is ever demanding of satisfaction.

The task of formulating a program and laying out a course for the training of children which will assure them of a happy voyage through life and a safe landing is not an easy task. Such a course is not well chartered, and there are many shoals which threaten to temporarily wreck or permanently ruin an ever increasing number of those who venture forth. There are so many variable factors which affect behavior in vague, intangible ways and with which each individual is confronted and about which we know so little—for example, consider our knowledge with reference to heredity and its importance. Practically every concept we hold and utilize for practical purposes in our everyday efforts to evaluate the motives of human behavior is being constantly violated by the exceptions. In fact, there seems to be nothing sacred about any of the tenets concerning heredity.

Environment, on the other hand, exerts its influence upon human conduct and appears to be a bit more predictable than does heredity. This is as it should be, for if it were true that the environment were in no way more predictable, and could in no way alter the moral and mental levels that we were predestined from birth to achieve, then training, education, and the influence of home, school, and church would be of little value. Without minimizing the importance of heredity and

the part it plays in our lives, and not unmindful of the fact that the occasions are not rare when the mental growth and physical development of the human organism seem to defy all the laws of both environment and heredity, I would at this time emphasize the importance of environment in developing the mental characteristics with which we are endowed at birth.

OUR TASK

*I wove one time a lovely piece
With shimmering silken thread;
The pattern was so intricate,
My heart was filled with dread
Lest I should skip one tiny string,
Or knot it here or there,
Spoiling the plan prepared for it
And mar its beauty rare.*

*More precious far than any cloth
Of woven silk or gold
Are boys and girls we have in trust,
To lead and teach and mold.
May we with earnest, Godly care
Weave in the good and pure,
Help build the pattern meant for them
With things that will endure.*

SIGNE J. HANSON.

The great majority of children with undesirable habits, personality deviations, the great majority of children who fail to mature and accept adult responsibilities, are not the product of a past over which there is no control. They are largely the results of the environment in which they have been reared; and the dominating feature of this environment is still the parent.

Individual Differences Give Direction to Training

Any plan for the training of children has for its objective the preparation of the child to assume the responsibilities of life at any age level

at which he appears to be living at the moment. The child who is not capable of assuming the responsibility of life at the end of the first decade is not likely to be better prepared to assume the responsibilities with which he will be confronted at the end of the second decade. Maturity can and should be measured at frequent intervals, and we should not wait to take account of stock to determine whether or no the equipment, which the child has developed to meet life, is adequate after he is ready to leave home and shift for himself.

In assuming this responsibility for the training of children, perhaps the first and the most important aspect of the whole problem is to determine the type of individual which we are called upon to train. This takes into consideration the inherent make-up of the

child. It deals with those varied and somewhat intangible factors that go to make up the child's physical stamina, his intellectual endowment, and his emotional stability. The type of training to which one would subject the inferior child, whose intellectual equipment is well below that of the normal, would be entirely different from that to which a superior child would be entitled. The emotional responses of the child, his stability, his intensity, and whether or no he is capable of meeting the varied life situations to which he is subjected are all important. We recognize that a child has a mental life—that he has hopes, ambitions, joys, sorrows, disappointments, that he must meet fear and failure, as well as success; yet we also recognize that children differ in their emotional responses to life and the varied situations with which they are confronted. The intensity of the desires and appetites of children vary markedly. Every parent knows from dealing with his own children that John, for example, is tremendously concerned about his food, drink, presence of bodily sensations, and the creature comforts of life, while Dick, let us say, is more or less indifferent. The need and even the demand for affection and the desire for approbation differ in children of the same family, as do their tendency to be introverted—that is, to be self-centered, introspective, unconcerned about their environment, actions predominating over thinking. Children as a group are curious. They demand attention. They are not only concerned about having power but they want to exert it. However, these mental characteristics do vary tremendously in different children. Some are plastic, imitative, and suggestive; others are inclined to be negativistic, indifferent, and difficult to stimulate through suggestive measures. There are all sorts of combinations of these varied mental qualities and tendencies which are the potentiality of the personality make-up with which the child is eventually to develop and which are recognized at an early age.

Fundamental Objectives of Training

As the individual develops and takes on the garb of maturity, the personality traits, the habits, the conduct patterns, and the mental attitudes toward life which he eventually acquires will have a meaning in relation to those inherent tendencies which may be looked upon as conditioning influences. Loyalty, honesty, frankness, selfishness, cruelty, and the innumerable other traits and more complicated patterns of conduct which stamp personality can only be understood in terms of the total personality of the child and his reactions to his total life situation.

Security. There are certain fundamental attitudes toward life which may be looked upon as being acquired rather than being inherited. This is part of what the environment does to the child. A sense of

security about life, which involves belonging to a family, being wanted, being needed, being a part of a social group, is tremendously important. All things that contribute to the child's feeling of being wanted and cared for—his food and clothing, his home and bed, the attention, interest, and affection of his parents—help to give him this needed sense of security. Later this feeling of belongingness is experienced through various organizations such as scouts, clubs, fraternities, and the church. Yet, if parents do not provide a sense of security for the child in the formative years of his life, something is lost that can never be made up later. The school, church, and society all take on functions of training in discipline, but they are little concerned with the intangible sentiments which only the home can provide; and we may say, again, that during these early years there has been no adequate substitute found for the home, notwithstanding its pitfalls.

Adequacy. An attitude toward self which may be called the feeling of adequacy, which comes when the individual compares himself with others without a feeling of disparagement or inferiority, is essential to one's sense of well-being; and it is this feeling of being accepted by others which has such an important bearing on the child's attitude toward self. It is the basis of confidence, self-esteem, and all that has to do with the satisfaction of one's ego. It also has a bearing and affects very definitely one's relation with the outside world. It is not surprising that a feeling of inadequacy develops in so many children when one considers the limitations and restrictions with which they are surrounded. The child is dependent to a very large extent upon the opinions of others for an evaluation of himself. Therefore, it is natural that he should accept adult evaluations of his own inadequacy. Parents are constantly pointing out to the child his immaturity, size, and inexperience. Even servants take advantage of the child by emphasizing his inferiority, and this superior attitude is an important factor in making children feel inadequate. Many times parents by their thoughtless and indifferent attitude, by ignoring the child's presence or simply by lack of consideration, subject him to ridicule and humiliation. The child attempts to meet this rejection; and resentment, rebellion, and aggression are not infrequently the result of a feeling of insecurity, as is manifested in the attitude and conduct of rejected children. There are, however, those rejected children who are less inherently aggressive, who find it easier and more satisfactory to retreat to a life of fantasy as a means of escaping their sense of insecurity.

Someone has said people do what they do because they are what they are—conduct issues from personality. That is the reason why individual differences tend to produce strikingly different responses to the same situation.

Independence. Training, inspiring, motivating in every possible way the child toward the goal of independence is one of the fundamental objectives and most important of the responsibilities parents and teachers have in relation to the child.

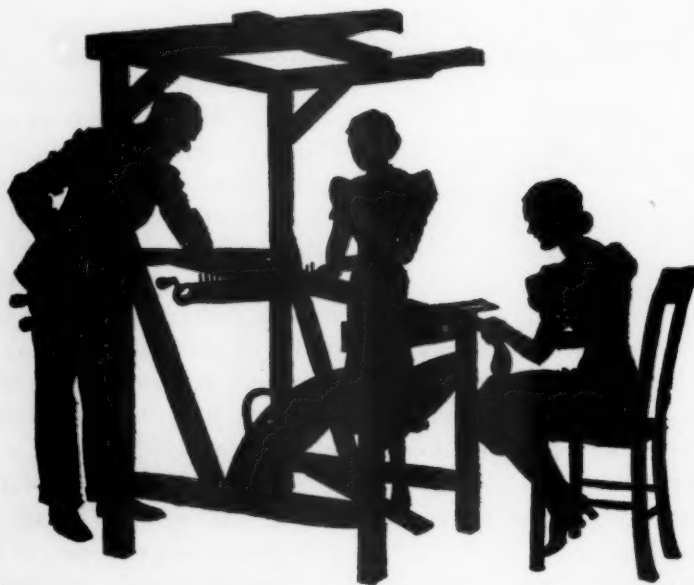
There is no influence more crippling, none which causes more inefficiency and unhappiness than that exerted, often quite unconsciously, by parents in their efforts to protect children from meeting life as it exists in reality. The parent who is feeding the child at three, dressing him at five, taking him back and forth to school usually enjoys a certain perverse sense of satisfaction in the fact that his children are dependent upon him. The excuse is invariably (when recognized) that because of our parental love and devotion, we wish to protect, as long as possible, the child from failure, disappointment, disillusionment, grief, frustrations and other unpleasant responses which the cold and cruel world has in store for him. In reality, I suspect the reason may well be that we get a sense of power which we hope will give us a greater and perhaps a more prolonged control over our children. The following case is an example of the results of this type of parental overprotection: Judith, at fourteen, was unable to adjust herself to boarding school life because of homesickness. This, at fourteen, might well be considered abnormally dependent. Judith got on well with the girls in school, made friends easily, and seemed to be well liked; but she was so used to her mother's constant solicitude, and so dependent upon her mother's goodnight kiss, her mother's suggestions as to what to wear, her mother's thoughtful-

ness about her meals, her mother's interest in all her little physical complaints, and her mother's endearments, that she felt utterly lost without her. Even the daily letters, which overflowed with sentimentality, were not enough to give her the sense of closeness to her mother that she needed. She became so weepy and hysterical that she finally had to be sent home.*

Judith's mother had very definitely contributed to her daughter's need and dependence upon her and was obviously preventing her from growing up into a mature and independent young woman. Such a mother is too selfish to realize that she is crippling her child emotionally. She fails to see that she is preventing the child from being able to take her own place in the world of other people. Unfortunately, it is with great reluctance that the average parent permits the child to grow up and acquire his own independence.

A well integrated personality, one that permits of independence, security, and responsibility is the product of time and experience. It is developed by weaving into the personality pattern those habits, character traits, attitudes, opinions, beliefs and ideals that are best suited to meet the adult responsibilities of life. The fabric into which all these personality traits are to be woven by the hand of experience differs materially. No two children, as has been said, are the same, but the finished product will be good or bad, according to the skill with which the weaver manipulates his material.

* By permission of D. Appleton-Century Co., *Everyday Problems of the Everyday Child*, by the writer.



Jack Gets a Job

By MARION L. FAEGRE

"DO YOU know yet when Jack will get home?" I asked my sister the other day.

"Oh, Grace," she exclaimed, "we had a letter this morning, and he's got a job for the summer! He's so pleased—you know how anxious he's been to land something. This came about through one of the boys at school whose father is a road contractor. His son and Jack are to go with a surveying crew, and it'll mean an all-summer job."

"Splendid!" I answered. "Will he have any time at home, or does it begin as soon as school is out?"

"Oh, he's even going to see if he can't take his exams early," Mary replied. "They need the boys the first of June, but of course they can't get away that soon. It'll mean he's home only long enough to get some suitable clothes together."

"Aren't you glad he's found something that will keep him out of doors?" was my first thought. "Considering Jack's temperament, it would be an awful hardship for him to have to be in an office or factory day in and day out."

"Yes," Mary responded. "Jack is certainly not cut out for anything that would require sitting still very much. He is too active for a desk job."

"I thought of that when he decided to change to the business course last fall. I wondered if he had considered the fact that so many business men are pretty closely confined."

"Yes, and I wonder what would happen to the golf equipment makers' business if they weren't," laughed Mary.

OF COURSE it wouldn't hurt Jack a bit to spend a few months at a distasteful kind of work; in fact, it might help to make him more appreciative of the hard conditions many people must submit to all their lives. But in planning their future, it is only good sense for boys and girls to consider carefully whether their deepest cravings would find any measure of satisfaction in the kind of work to which they are attracted.

Take, for instance, the adolescent girl who loves to read better than anything else in the world. "Oh, to be a librarian," she thinks. "Then I'd be surrounded by books and I could read all I wanted to." She hasn't an inkling of what the real life of a librarian is—the taxing detail, the need for being skilful in dealing with people, the confinement indoors, the night work that is inevitable.

Or, the same girl may think that because she loves to read and write themes, she would be a success as a teacher of English. If she is not aided in gaining some insight into what that kind of success involves, she may waste a lot of time and develop a deep feeling of discouragement, all because she has failed to realize that a tremendous store of patience is needed, as well as a great interest in the children she teaches, and sympathy for their shortcomings.

Many youngsters must go through the experience that Jack is having, the great difference being that with them the job will not be a temporary one, an interlude between years in school. With them, the die will have been cast; the chance or accident by which they have acquired their job will determine their future, to a great extent. The boy or girl who has not been trained for any special work, or who finds when he emerges into the world that there is no demand for the thing he can do, is almost sure to pass through a period of disappointment and disillusionment, no matter what kind of work he lands.

HERE IS AN opportunity for the parent. He can be of the greatest help in aiding his child's adjustment—or he can be a great hindrance. Recent interviews with two mothers speak for themselves. Mrs. A., with gloomy discouragement, told of how her daughter had been sitting at home, month after month, because she could find no opening along the lines for which she had been trained. She was spending practically all her time bemoaning the lack of opportunity in her chosen field, and had made no efforts to get any other kind of work.

Not five minutes after Mrs. A. had asked for consolation, Mrs. B., glowing with pride, came up to tell of what was to her the "good luck" of her daughter. This girl has been trained to do secretarial work, but could find no openings in her home town. Rather than take the risk of going to a large city, she hunted about for *something* to do until times got better, and soon found a place in a restaurant where she did many odd jobs, most of them of a menial nature, far from befitting her secretarial training. But as time went on, her employer discovered what a good head she had for figures. He learned that she was an excellent typist, when an emergency brought forth her ready offer to be of service. More and more, he is coming to depend upon her, and more and more she is coming to find a fascination in a business that had never crossed her mind as holding potential interest.

Jack is a fortunate boy to have found a summer job, luckier still in having found one that allows him to follow his natural, active, outdoor inclinations. He thinks of this temporary job as having no relation to his life work, but he is wrong. For he will be learning to submit cheerfully to orders from those above him; he will find out what it is like to have to adjust to uncomfortable living conditions, and to fit in with and accept the personalities of those with whom he is working.

Youth should not be hurried into decisions as to what they want to do vocationally. If there's any need for hurry, it's in giving them opportunities to find out things about themselves, such as they learn on their first jobs. Perhaps there would be fewer mistakes and heartaches, fewer vocational plans gone awry, if every boy and girl had a chance to intersperse school work and vocational training with try-out periods in several different kinds of jobs.

Concerning This Issue

ONE of the questions frequently asked today is: What behavior characteristics of the child are essential to his well-being in our ever-changing world? For years investigators have sought in the family and the school the key to the explanation of those individual patterns of behavior which are the foundations of human nature itself. What have they found that will shed light on this question?

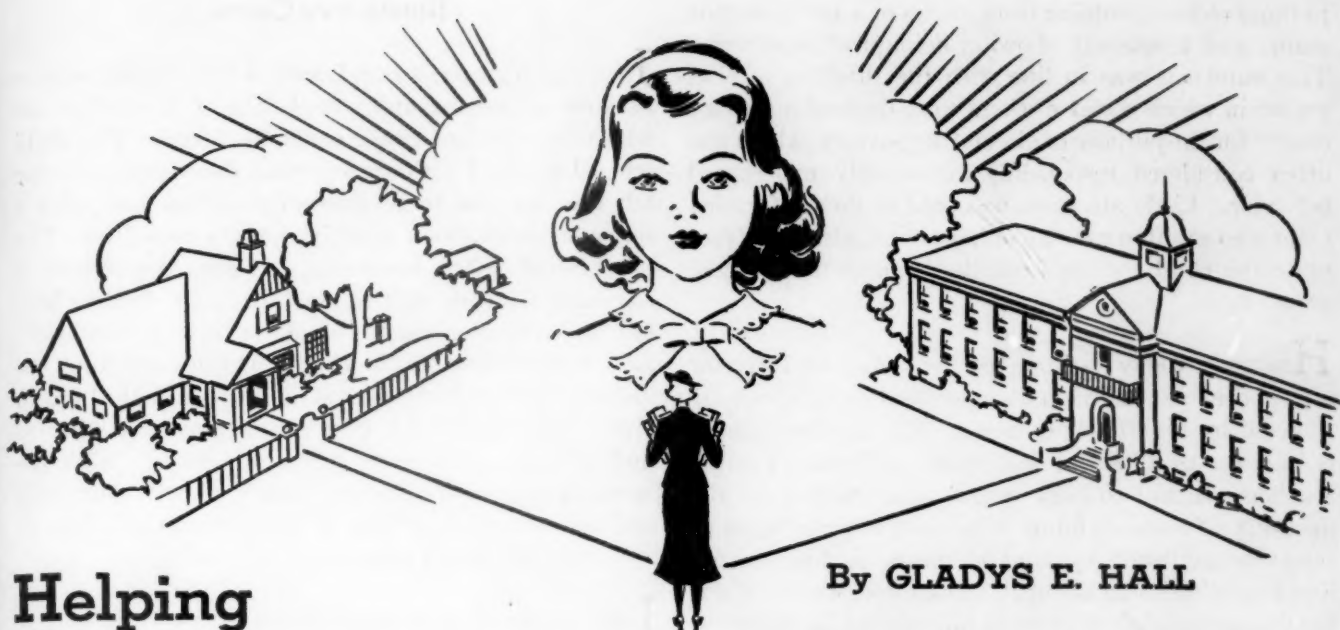
In this issue are brought together the psychologist and psychiatrist, the teacher and parent, for the presentation of ideas; and it is interesting to note that instead of disagreement and a clash of ideas, we find an understanding and a harmony of ideas. Each writer stresses the importance of a sense of security, adequacy, self-reliance, and independence in the development of the child's personality. Are these then the essential factors in the dynamic subject matter of childhood education and training? Are these the goals

towards which parents and teachers must strive in the education of children? Can these best be attained through successful family living? Is the family still the foundation of society?

No claim is made as to the final validity of the various ideas presented in this issue. We remind our readers of the futility of accepting exact formulas and oversimplified generalizations. Individual differences must always give direction to our activities in the rearing of our children. We, therefore, present in these articles some currently accepted and, it is believed, workable principles involved in childhood training. We hope that this issue will be of value in assisting our readers to give direction to their efforts by focusing attention upon those behavior characteristics which seem to make for a more integrated, healthy, and happy childhood and adulthood.

THE EDITOR.





By GLADYS E. HALL

Helping School Children to Grow Emotionally

PROGRESSIVE educators today fully realize that children are complex psychological organisms needing skilful guidance and care to enable them to function with satisfaction to themselves and others in their social world. Out of this realization has grown an awareness that the effectiveness of the school depends upon its ability to meet human needs! Therefore, the responsibilities of the school, as distinct from the home and community agencies, have become more clearly marked, and such activities and organizations as medical care, play grounds, and special classes have been introduced into the school system. The school has given new direction to its energies, the ultimate aim being to help pupils derive the fullest benefit from their immediate school environment, and at the same time, to prepare them for the world outside of school life.

After providing these opportunities for youth in the schools, educators turned to a more definite tie-up with the after-school life of the pupils, for the day has passed when the public school may renounce further responsibility for youth after they have left school. This turning to a more definite tie-up with after-school life led to the establishment of vocational guidance and placement activities. Following all these constructive efforts, leaders in the educational world must have been keenly disappointed when they further realized that a child could not always make the best possible use of splendid school facilities because of inner pressure as well as pressure from environmental factors.

With the emphasis upon adjustment and guidance of youth came an interest in establishing social workers as an integral part of the educational process, and in

1907 three cities initiated such a program. It was but two years later that the first child guidance clinic was established to meet the same needs of childhood. Since the clinic was organized to study a child's physical, intellectual, and emotional development as well as the social situation in which he was living, a rather expensive set-up was necessary, and consequently, few schools have established these clinics as a complete unit. This difficulty has been met by adding psychiatric social workers who when attached to a school system are usually called visiting teachers. Their efforts combined with those of the health and psychological personnel now make possible a complete study of the child within the school itself.

Growth and Development of Case Work

THE FIRST REAL impetus to the growth and development of case work in the school came when the Commonwealth Fund organized a "Joint Committee for the Prevention of Delinquency," making mental hygiene, particularly child guidance clinics and visiting teacher work, its chief interest. Prior to this time, visiting teachers had been profiting by the newer techniques as they were developed by psychiatrists. Therefore, when the "Committee for the Prevention of Delinquency" definitely focused its attention on the school as the logical place to attack problems of childhood, the visiting teacher, by virtue of her practical study of emotional life and human behavior, was prepared to carry on much of the work. It is interesting that when these programs for the benefit of unhappy maladjusted children were first initiated, emphasis was largely directed

to those children coming from homes of a low economic status and frequently showing delinquent tendencies. This emphasis was in line with the thinking of that period in which social workers were deemed necessary chiefly for the purpose of alleviating poverty, which was often considered responsible for socially unaccepted behavior. Little attention was paid to the conforming child who so often was the unhappy, withdrawing type, or to the child coming from the home with economic security.

HOWEVER, today visiting teachers consider behavior a response to an individual's emotional needs which are affected by his life experiences. This applies equally to children of all social and economic levels. Visiting teachers attempt to help parents and teachers see the necessity of understanding what the particular type of behavior exhibited by a child means to him, before deciding what to do about it. Therefore, when a visiting teacher is asked what to do for stealing, for instance, she needs to know a great deal about the particular "stealer" before she knows what unhappiness is shown by his stealing, and what treatment might be expected to help the child meet his life situation in more satisfactory ways leading to personal and social well-adjustment.

Thus it is felt that all behavior serves some purpose; and when a visiting teacher observes the persistently annoying behavior of Tommy in the school or at home, she knows that for the most part it must give him pleasure or he would not continue to repeat it, even though it is hard to see how one who receives so much disapproval and nagging can find his behavior satisfying. After the visiting teacher became acquainted with this particular situation, she learned that Tommy had been in a foster home because a frail mother felt she could not care for him and her two younger children. Very little wholesome attention had been paid to Tommy. Naturally he learned that certain types of behavior would not be ignored, and since he felt neglected and unloved, he was willing to risk any type of attention rather than continue to be ignored.

The treatment to a large extent depends on the classroom teacher for, at the outset, the visiting teacher acquires from the classroom teacher a picture of how the child appears to her in comparison with others in the group. She also learns of any comments he has made that might be clues to the underlying basis of his difficulty. And finally, what the classroom teacher knows of the home should be taken into consideration in the planning of treatment. Interviews with the child and one or both parents follow, although in some instances, at the behest of the child, the parents are not interviewed. Other individuals in the school or community may be called upon for information and assistance in dealing with various phases of the situation which obviously vary with each child.

Illustrative Cases

JUNE, AGED EIGHT, was referred to the visiting teacher because of nausea and complaints of headaches for which no physical cause could be found. The child seemed so filled with anxiety that the visiting teacher felt the situation to be unusually serious, and after a series of interviews a psychiatrist was consulted. The psychiatrist after analyzing the situation found it advisable to work with the mother in an effort to help her meet her own emotional needs in ways that were more constructive for the child. At the same time, the visiting teacher had frequent interviews with June to give her more confidence in herself and enable her to find satisfaction in more acceptable ways. With the mother's improved behavior, June's security increased and such attention-getting devices as nausea and headache were no longer necessary.

JERRY, A FRAIL, undersized eleven-year-old, is an example of a boy whose difficulties were satisfactorily treated through the cooperation of the school and the home under the guidance of a visiting teacher. Jerry was referred to the visiting teacher by the principal because of his cruelty to the younger children, cruelty which became so acute that a group of mothers threatened to withdraw their children if he continued in the school. Upon investigation, the visiting teacher learned that Jerry had superior ability but was failing in his school work, that he was poor in sports—unable to compete with his classmates in the simplest sport activity. His father, a prominent attorney who had once been a football star in college, definitely preferred Jerry's younger brother who excelled in any sport activity, and the two spent many hours together working on football tactics. From interviews with Jerry's parents and teacher, it became evident that his dislike of the younger children was only an indication of his unhappiness in his home situation and lack of success in any field. In this case, the visiting teacher felt that by directing the efforts of both the classroom teacher and the parents in helping Jerry find opportunities for activity that would bring him a sense of accomplishment, a satisfactory adjustment might be expected. There seemed no reason for the visiting teacher to work directly with Jerry, but for a year she had regular interviews with the parents and classroom teacher. A double promotion arranged by the school psychologist, as well as some responsibility for the school paper, helped Jerry in short time to gain the respect and acceptance of his classmates. However, it is interesting to note that his sense of security was particularly increased by an improved relationship with his father who began helping him with plans for the school paper, and began taking him to meet his friends who were newspaper men. He showed Jerry that he was more than willing to accept him as his companion and as a person to be respected. This acceptance by the father

was no doubt the most valuable part of the treatment, for it helped Jerry to identify himself with an adult male, a necessary step in his emotional growth. Two years have passed since Jerry was referred to the visiting teacher. He is now popular with his classmates who admire his journalistic ability, and he enjoys an intimate companionship with his father. Many boys experiencing situations similar to Jerry's are to be found in every school, and demonstrate how individual children undergo the same experience in different ways with widely varying results.

Among the various children referred to a visiting teacher may be some whose unsatisfactory behavior seems to have been caused by school inadequacies. In such instances the visiting teacher may be able to show that the basis for the difficulty either lies in or is intensified by the limitations in the school program, and that often other children than the ones referred specifically to her are being affected adversely by such limitations. The same, of course, is true of limitations in other community resources, discovered through working with one child but recognized as destructive for all children and, therefore, in need of consideration.

Training Required for Visiting Teacher Work

IN SELECTING a person to assume responsibility for individual case work, the school needs to be most discriminating. Usually as wide a range of situations come to the visiting teacher as are referred to a worker assigned to a child guidance clinic or other children's agency. For that reason the visiting teacher needs to be as well prepared by training and experience in the study of mental hygiene as a case worker in any other situation. In addition, teaching experience may be very helpful to the visiting teacher. Such experience would give her a better understanding in dealing with children in a group situation, an understanding of the resources of the school, and an appreciation of the administrative problems involved. Likewise, in school systems having several specialists interested in particular phases of the child's life, responsibility for case work adjustment is usually centered in the visiting teacher. Obviously, it will be helpful for her to have an understanding of the other people interested in the child's development.

Validity of Program

THE QUESTION is still often raised concerning the validity of a case work program within the school system. However, parents in increasing numbers are turning to professional workers for help in an understanding of their children's emotional growth, their needs, and what might be done to help them achieve

the greatest satisfaction in life. Since the school was the first agency to assume responsibility for a child outside of its home, it is but natural that parents turn to the school when bewildered by such childhood problems as marked shyness, disappointing report cards, fears, defiance to parental authority, bed-wetting, food fads, aggressiveness, and exhibitions of sex curiosity. In the last few years parents have become insistent that communities afford some type of service for helping them with the personality problems shown by their children, just as previously they had asked for assistance in providing their children with educational opportunities and physical care.

IT IS TRUE that certain classroom teachers who were sensitive to the emotional needs of their pupils worked intuitively to supply these needs long before social case workers became a recognized part of the educational system. Furthermore, they shall continue this help. The teacher, her time consumed with achievement and mastery of skills, turns to the visiting teacher when a child, let us say, does not show an interest in learning, in identifying himself with any group, but rather expresses defiance, hate, and a desire to be destructive, or shows a definite tendency to withdraw from the school environment. The visiting teacher accepts the responsibility for deciding what type of treatment is necessary and sees that this treatment is provided to assist the classroom teacher and other educational workers. And while we do not say that social case work is a panacea for all the problems of human behavior, its present accomplishments are such to warrant its services to all school children who show difficulty in personality and behavior adjustments.

I BELIEVE that the most significant aspects of the visiting teacher function in the school system can be gleaned from the illustrative case studies cited in the article. We have seen that the work of the visiting teacher takes her out of the school into the home, making possible more complete information about the home. In the same way the visit to the home helps interpret the school to the parents. In other words, the visiting teacher acts as a coordinating link by which the home and school can identify themselves more warmly and more closely. From this interpretation and identification may be derived a fuller understanding between the two for a more skilful guidance in developing the child into a happy, integrated human being and useful citizen in a democratic society. A distinguished psychiatrist has said, and said well, that the home and school which are at variance with each other are disintegrating the child, while the home and school which work together are integrating the child.

Woodland Vacations

By REYNOLD E. CARLSON



WE WERE on one of the lonely pack trails in a high Sierra forest and had seen no other human beings all day. Suddenly, rounding a curve, we saw approaching up the rocky trail a curious procession. First, led by a man on foot (we learned later he was a university professor) came a little gray burro, burdened with bulging kyacks. Behind them followed slowly three burros similarly laden. A fifth animal bore an empty saddle. Led by a woman in hiking clothes, the sixth and last burro carried a little girl not over four years old. Behind this pack train walked the rest of the family—one boy about eight years of age, another twelve, and two girls in their 'teens.

Here was a family of seven people, twenty-five miles by trail from the nearest road settlement, carrying all their food and equipment with them, venturing a real "back to nature" vacation among the thirteen and fourteen-thousand-foot peaks of the Sierra. I talked with them a while and learned that such a vacation was almost a yearly event for them.

Their camp routine was somewhat as follows: Early in the afternoon they would find a camping site beside a mountain lake or clear stream. The older children would help unpack the burros, bell-and-hobble one of them, and release them for afternoon grazing. The family would then rest, fish, swim, or explore the nearby forest as they pleased. In the late afternoon the boys and the father would gather wood, build a fire, put up a tent, and unroll the sleeping bags. The girls and their mother would prepare meals. Everyone would have a job to do; there would be no slackers on this expedition.

With dinner over, dishes would be washed and the animals looked to; and everything would be in readiness for the night.

In the morning the family might either resume the trip or decide to stay another night. In the latter case, with the day free, they would never waste a moment wondering what to do. Opportunities not available in cities would cluster around them here. They might climb a mountain peak nearby; they might fish in the tempting stream; they might study the trees, flowers, insects, and rocks about camp; or they might simply rest. After about four weeks of such a life, they

would return home with stronger bodies and minds cleaned of cobwebs, with their family bonds strengthened by this experience in common, ready for another year of work.

SUCH WAS the way one modern American family chose to spend its vacations. Its members had discovered the pleasures and the lasting benefits of vacations in our forests. Somehow a family seems closer to reality out-of-doors. The problems and difficulties of city living seem insignificant and far away. There is more real companionship with each person bearing definite responsibilities, and with the success of camping depending upon cooperative family endeavor.

An increasing number of other families are likewise discovering the value of forest vacations. America is becoming rapidly forest-conscious. We realize that in the forest lies not only economic wealth but also wealth in recreational opportunities. Many of us cannot think of vacations without thinking of our shrubs and our trees and the birds and animals they shelter and the streams they nourish. We do not think of outdoor recreation in terms of waste lands, polluted streams, burned logs, and denuded stumps, of which, unfortunately, we have many; we think of it rather in terms of the unspoiled wilderness areas.

As a result of this growing interest, the number of primitive areas set aside for the people is increasing. Though such reserves are established principally by the state and national governments, even our cities are now attempting to preserve, close at hand, some land in its native state where we can enjoy the kind of wilderness that once covered America.

ACCORDING to the figures of the National Forest Service, about 30,000,000 people in our country are annually visiting the 157 National Forests alone; and many more millions are spending vacations in the National Parks and in state and local forest and park areas, grateful to escape from the tension of city life. There are many spots in these reserves where tents may be pitched, wood gathered without cost, and fish caught from well-stocked streams. Almost complete isolation from other people may be found by those who seek it.

Vigorous vacations, of course, do not appeal to everybody. A father of two children, aged four and seven, said to me recently, "Joyce and I love to camp, but we can't do it while the children are so small."

As Jack spoke there flashed into my mind two contrasting pictures: One was of the professor's family which I have described; their rugged pack trip would have astonished Jack, but it furnished the professor's children with a healthful and joyous vacation and an experience which deepened affection and understanding between members of the family.

The other picture that flashed into my mind was of Jack's own children playing through their long hot vacation in a small yard and on the hard narrow sidewalks, when they might have been learning the pleasures of adventuring through pine-filled forests, of observing the ways of robin and squirrel, of wading in a mountain creek. Jack's children were not too young; a friend of mine took his little daughter on a pack trip when she was only two years old, making a seat for her on a burro's back.

If Jack and Joyce wait until the children are older to take them camping, what intimate contacts with nature, what mutual understanding, what enrichment of family life may be lost! Later years can never repay one for experiences one has missed as a child.

The sore muscles and occasional discomforts of the forest vacation are soon forgotten, but the memory of such an adventure never ceases to revive pleasant emotions.

Even if, for Jack and his family, a pack trip is too strenuous, they do not need to give up camping. They have not realized how easy it is to camp at one of the improved camp sites which have increased enormously in number of late years. Life out-of-doors has been made possible with a minimum of discomfort and work. Provisions for all types of campers have been established, offering free facilities for day trips, week ends, and long stops.

Because of these facilities the day picnic can be part of the life of almost any family. But the habit of the

day picnic is established by repeating the experience on every pleasant summer day. And repetition of this rich experience for the children is apt to occur when the whole venture is reduced to a simple routine. The picnic basket waits neatly packed with all of the proper utensils for eating and cooking—and it waits, if possible, where it can be seen—a reproach on every pleasant day on which it stands idle. The tossing in of a pound of bacon, a loaf of bread, a pound of tomatoes, and a thermos of milk—a dozen eggs, if we're going to be really fancy—is the work of a moment. One thorough circuit of the kitchen will almost accomplish it.

Those who dread the hazards of the wilder areas may travel over good roads to sites especially planned for family use, where the children may play freely, and where log shelters, fireplaces, tables, piped water, refuse disposal, sanitary facilities (and, in some cases, as in Yellowstone, even hot showers) make camping easy, clean, and safe. Modern camp equipment, too, makes erecting a tent and preparing a bed a matter of only a few minutes. Trailer-owners find special facilities for them in our forested areas. And even though a camp in such an improved area is a far cry from the uncomfortable pioneer camp, much of the zest of exploration and adventure remains.

Wise fathers and wise mothers can through spending vacations in our primitive park and forest areas, lead a family to an ever increasing interest in the out-of-doors. Activities in camp should not be such as can be duplicated in city life, but should utilize the splendid opportunities of the forests. A few carefully chosen reference books dealing with the flowers, trees, birds, rocks, and history of the area should be taken along. The children love to collect insects, to study animal tracks, to learn poisonous from non-poisonous reptiles, to identify birds by their songs, to understand night sounds, to learn of the Indians trails and search for Indian relics, to cook over an open fire, and to study stars while lying in bed at night.

In many of our forest areas, notably in the National Parks, we find naturalists and historians who, without charge, help visitors to understand the natural life and history of the locality. Interesting trips are conducted, some designed especially for the children.

Through such experiences a family will discover some of the thrills of a past age, when man lived close to the soil, when wild foods and animals, the passing seasons, and the falling rain were the essence of reality. The understanding of nature fortifies life.

The Family Players

By MABEL FOOTE HOBBS

FOR ten years or more, people in "show business" have been saying "the road is dead." But these people were all talking about Broadway and musical shows running two years to packed houses. No doubt they were right about Broadway. However, there was that other road leading to the consolidated school-house out in Nebraska, the community center in Maine, and the grange meeting place in Michigan—all these roads have been filled with family touring companies for a dozen or more years. Indeed, the road's not dead. It's more alive today than it ever was, for it has become part and parcel of the community and of the people who make up that community.

These family players from the property man to the leading lady take their work as seriously as any professional company. One evening, late in spring, the basement of a church in a small city in Maine was filled with the excitement, noise, and activity of a large group of actors running through last minute rehearsals. It was the close of a drama course which had been given by a director at the request of the families in the county. The evening's program was to be made up of pantomime, original dramatizations, and five and ten-minute playlets. Everything was finally set, so the director thought, and the actors had taken their places ready to go on when a round-eyed young man rushed up to the director and gasped, "Have you seen my mother?"

The director tried to look intelligent while she attempted to connect this particular mother and son, and said, "She's probably backstage."

The young man looked horrified. "She can't go on without this fountain pen," he said, waving it in the air. "You see I must find her. I'm the property man for the play and I forgot to give her the pen." If the property man of "Julius Caesar" suddenly found himself holding the crown backstage while on the stage the crown was being offered thrice to Caesar, he could not have been more taken aback. As the program progressed without any awkward pauses due to the lack of a fountain pen, the director decided the young man had found his mother in time.

That same evening another group proved the value of having realistic properties. Two or three families had planned a pantomime as their contribution to the evening's entertainment. This pantomime was to portray a family picnic. When the curtain parted on the night of the performance, it revealed a feast such

Family theatricals provide unlimited opportunities for wholesome entertainment, for self-expression, and for bringing members of the family and the community closer together.

as the director had not seen even in the movies. There were plates of sandwiches, bottles of pop, jars of pickles, jars of jelly, two or three bowls of salad, and, topping it all, a mammoth white frosted cake.

Although this display of delectable food may have distracted the audience a little, it in no way disturbed the poise of the actors. They moved through the pantomime with ease and assurance. Their carefully planned small groups, distributed over the stage, constantly mingling and changing, presented a delightful stage picture. At the right, a few of the men built a fire, a bit of gelatine over a strong flashlight making an excellent flame. The center group of women arranged the food on the large white tablecloth spread on the ground. At the left, some of the younger members of the families were playing games. Back and forth across the rear of the stage the youngsters romped.

This picture was set in a glow of summer sunshine. On either side of the stage, out of view of the audience, two home-made "pail-floodlights" had been placed. The yellow glow was obtained by placing amber gelatine in the light frame.

FOR SEVERAL minutes this pantomime of the picnic moved in the sunshine. Suddenly one of the players felt a raindrop. And what is a picnic without a shower? The figures began scurrying around on the stage as the rain now came down harder and harder. Hats were covered with newspapers, food hastily packed in the baskets; nor did the firemakers (by turning off the flashlight) forget to put out the fire. The stage grew dark and the last picnicker left. The effect of a bright sunshiny scene was changed to a dark, cloud-swept stage through the very simple method of slipping a blue gelatine into the light frame and drawing out the amber sheet, necessitating two extra stage hands, one at each light.

At the close of the evening, the director was called backstage and found the picnic in full swing, proving that real properties have considerable social advantages over *papier-mâché*.

This picnic pantomime offered such splendid possibilities for home drama development that it was suggested to another group of people taking a course in Connecticut. This group went a step further and introduced thunder and lightning. The picnic ended in a terrific thunder shower. The rolls of thunder were produced by the simple method of hanging a large sheet of tin from the ceiling backstage. It was first shaken gently by the stage hand, producing a faint, warning rumble. With more vigorous shaking, the rumble increased to quite terrifying proportions. Flashlight powder was used effectively for lightning.

The pantomime and simple dramatizations offer unlimited opportunities for those who want to participate in drama but have a minimum of time to devote to it. Dramatizations should follow pantomime, rather than the reverse. In dramatization, impromptu dialogue is introduced. Thus, having become familiar with acting out pantomime, dialogue is easily added. The procedure in dramatization is, first, to choose the subject; second, to plan the stage picture; third, to work out the action; and fourth, to add suitable dialogue.

In choosing the subject, it is more interesting to both players and audience if it is kept within a familiar realm. Some Texas farmers in a small town delightfully presented the difficulties of obtaining their government check under the cotton crop reduction plan. Some fishermen in Georgia took their audience on a fascinating deep-sea fishing trip. The actors did their parts so well that the audience got the impression of the boat, improvised of overturned chairs, rocking in the swells of the sea. And as usual, one of the fishermen proved to be decidedly unseaworthy. A co-ed taking her grandmother to the latter's first football game provided the subject matter for another simple dramatization. After Grandmother had recovered from her terror of the possibility that her grandson, who spent a great deal of time at the bottom of the heap, would be killed, she began to enjoy the game, and at its close left the grandstand proclaiming to all that her Tommy, alone and unaided, had won the game.

IN ALL these instances, it will be noted that although families have played together, their audiences were not confined to members of their own families. All forms of drama, whether pantomime, simple dramatization, or a short play, should be presented with care and to the best of the actors' abilities. In return for this effort, an appreciative audience will be the recompense. On the other hand, this outside audience is not a prime factor in drama for the child under twelve. Children will go to any lengths in costuming, staging, and presenting their plays for Father and Mother alone.

A family neighborhood circuit might easily be started by centering the evening's entertainment around a performance given by the family and perhaps a friend or two. The next time another family would take over the program. It would not take long to establish such firm interest that this plan of giving plays for each other would become a permanent neighborhood drama club. The incentive would be there to reach out toward drama of definite importance.

It is quite true that every member of the family will not want to act. So much the better. Drama is so well rounded and is such a social activity that it provides a part for everyone.

So far nothing has been said of the short formal play. By formal play is meant a play written for the purpose of presentation. The most popular formal play with neighborhood groups is the five or ten-minute play which has been available within the last few years. Many of them are built about simple home situations admirably adapted to home or neighborhood center performances. And plays of this type, written by excellent playwrights, are available, assuring the family of material worthy of their efforts.

Desire for expression in drama is a part of every individual. It takes so little nourishing to bring it to flower that, if given any opportunity at all, the average person will make drama as much a part of his life as he does spending a pleasant evening with his friends.

ALADDIN'S LAMP

*Little child, don't be so tragic
Because your firm belief in magic
Has been rudely shattered.
As though that mattered!*

*In a very short time you will learn how to read,
And that's all the magic you will ever need!*

—ROMA EVANS IVES.

"CHANGING Patterns for Group Living," the theme chosen for consideration, finds

both definition and charter for the American people in simple and prophetic words written in the days of this country's beginnings. They are words which most of us learned by heart years ago. Some of us learned these words as we sat in the rooms of city schools where the course we were studying was labelled "Civics"; some of us learned them in one-room schools, with the hum and rustle of recitation all about us as the background for our slow memorizing; some learned them at home as we studied after supper by lamplight at the family table. They were mere words that we learned then as children. It is only as adults that we learn these statements by heart with understanding, appreciation, and acceptance; when some cherished purpose or social need, some civic stress or vision of hope give at last to their measured phrasing vitality and significance. And it is in these words quoted from the Declaration of Independence that we find our definition of group living—the simple formulation of the spirit of democracy:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

"That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

It is a definition unsurpassed in brevity of words and breadth of meaning, but it does not assume finality. For as our memories pick up and repeat the words which follow, we find the call and the challenge to progressive change:

"That it is the Right of the People . . . to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."

Based on these fundamental statements for our consideration, we assume that group living is that democratic living which is ours by those specific rights secured to us by society; and that our changing patterns are those which we are encouraged to develop through our building on those foundations and principles and our use of those powers and forms in which we, the people, put our faith.

EDITORIAL

EACH GENERATION claims for itself an interest in life and in living greater than that of any preceding generation. "To be alive in such an age!" we exult. "For such a time as this" have we come into our places! But does anyone really wish to go back to earlier conditions of life? We visit the lovely restorations and historic places; we sense the gentle beauty and the charm and the worth of a bygone day; but we eagerly return to our modern inventions, to our unequalled advantages of daily living, to our great opportunities known to no previous generation, and even—strangely enough—to the unparalleled grave problems of today. They are our days, our problems, and our lives. And yet tomorrow is the day for which and in which we actually live! Inescapably our living today becomes a preparation for living tomorrow. Childhood and youth and all that concerns them is the stuff out of which tomorrow's living is made. And whether we wish it or no—all that we plan and create and perform today is but preparation for tomorrow. No matter what our profession, or interest, or creed—no matter whether we are parents or not—no matter what our situation in life—as participants in group living, as citizens in a democracy, our chief function is to prepare the oncoming generation to live successfully in a democracy.

Our theme "Changing Patterns for Group Living" thus opens doors for thrilling new adventures of the spirit; it presents new frontiers for social pioneering; it comes with particular significance to parents and teachers.

WE SET BEFORE US this rising generation. We see this generation variously—in the days of infancy; as teenage boys and girls; as nearly-grown young men and young women; as school children and little folk; we see them at home, in town, in open country, in cities large and small; we see them in homes of poverty, of simple comfort and of wealth; we see them in happy homes and broken homes; we observe them at work and at play; we see them in every far corner of this our land and at the very heart of our national being. They are our children—the rising generation.

In their behalf we undertake the consideration of "Changing Patterns for Group Living."

FRANCES S. PETTENGILL.

Keeping Your Child Healthy

The Scope of the Health Examination

By LEE FORREST HILL, M. D.

IN THIS discussion of health examinations for children of preschool and school age, the objective in mind is to present some criteria by which the adequacy of the examination as a "screening-out" process may be judged. By the term "screening-out" is meant the separation of those children free of health handicaps from those who possess defects needing correction. It must be stated at the outset that no exact formulas or standards have as yet been fixed delimitating the health examination; how detailed it should be in order to be considered adequate is largely a matter of individual professional opinion. Certainly, if confidence is to be imparted that at least the major defects which may impair the child's health have been eliminated, then something more is required than hasty inspections of partially dressed children passing before the examiner in a line. On the other hand, complicated laboratory and other special methods of examination such as blood chemistry, electrocardiograms, basal metabolism tests, Binet-Simon mentality tests, and X-ray studies cannot be considered an essential part of the periodic health examination. If such tests are indicated they must be done at a special examination upon the advice of the examining physician. The field for testing the health of normal children lies somewhere between the two extremes indicated. The optimum is an examination sufficiently complete to bring to light all significant handicaps, whether physical or mental, which are present or potential detriments to the enjoyment of that state of full robust health to which every child is entitled. It must include not only a search for such major physical ailments as vision, hearing, posture, heart and lung disease, but also faulty habits in eating and sleeping and other behaviorisms which detract from a normal happy existence. We must, in addition, determine the child's immunity status against preventable diseases. One of our most effective means for the prevention of much illness and even of mortality in later years, lies in the early detection and correction of abnormalities in childhood.

Value of Periodic Health Examinations

IT is assumed that no arguments are necessary to convince the parents who read this magazine of the

value of preventive health examinations at regular intervals. Most pediatricians advise such examinations monthly for the first year of life, at three month intervals during the second year, at six month intervals from two to five years of age, and one a year for children over this age. Unfortunately, very few parents provide this type of protection either for themselves or their children. The Summer Round-Up of the children was inaugurated in 1925 as a means of educating parents to the value of just such periodic assays of the health status of their children. No one who is at all familiar with the movement can doubt that a tremendous amount of good has been accomplished in this direction. Statistical evidence in abundance is available to show that an appreciable number of unsuspected physical defects exist among groups of healthy children. The following figures are fairly representative of average conditions:

Of 622 preschool children examined in Denver, 1.8 defects per child were discovered at two years of age; 2.4 at three years; and 3.0 at four years of age. In kindergarten children in Des Moines, 153 defects were found in a total of 610 boys examined, and 121 defects in 618 girls. In the 3B's there were 195 defects recorded in 751 children, while among 6A's there were 266 noted in 1217 examined.

Such figures as these merely serve to substantiate the contention that a surprisingly large proportion of apparently healthy preschool and school children suffer from physical handicaps which ought to be detected and corrected.

In general it may be maintained, I think, that health examinations are most satisfactorily conducted in the office of the physician, and in the presence of one or both parents. The presence of a parent or other responsible person is desirable in order that essential information concerning the child's past may be obtained, and of equal or greater importance, in order that an opportunity may be had for a thorough discussion of what and when defects should be corrected. Obviously the purpose of the examination is largely frustrated if recommended corrections are not carried out. A further advantage of the physician's office as

the place for making the examination is that additional tests, if indicated, or protective inoculations if not made previously, may be given at once. When examinations are in clinics or by the group method, the same importance is attached to the presence of the parents. The completeness of the examination depends largely upon the individual examiner and upon the time allotted for the examination, whether it is made in the office, the clinic, or as one of a group.

Minimum Essentials of Health Examinations

Let us turn to a consideration of the examination itself. Minimum essentials may be classed under the headings of the history, the physical examination, and the laboratory tests. Of first importance is the history. No comprehensive appraisal of the child's health status can be made without a certain amount of reference to its past. It is beyond the scope of this brief article to describe the detailed parts which constitute the taking of a medical history. Nor is it to be expected that the minute details exacted for a sick child in a hospital, for instance, are required in the periodic health examinations. Nevertheless, all items of major importance which may have a bearing upon the present or future health of the child should be brought to light. Something of the social, economic, and health status of the family should be ascertained, with particular reference to ability to provide the essentials for an adequate diet and hygienic living conditions, and with reference to the possibilities of exposure to tuberculosis or the inheritance of syphilis.

Factors surrounding birth. The history should also inquire into the factors surrounding birth. Was it premature? Did convulsions or attacks of cyanosis (blueness of skin) occur during the first seven days of life? Knowledge that a brain injury may have occurred during delivery may supply the explanation for the child who is a misfit with his playmates, in his home, or at school. It is doubtful if a too detailed inquiry into feeding disturbances and the adequacy of the diet during the first years of life is a necessary part of the health examination of children in school or those about to

enter school. However, it is important that careful inquiry be made into the developmental history. The age of walking and of talking should be ascertained, and speech difficulties should be noted. If the child has begun school, his record of progress there may be utilized to indicate his mental level.



The routine employment of the time consuming tests for rating of the intelligence quotient is out of the question for the ordinary health examination as performed in the offices of the rank and file of physicians the country over; but it is within the province of the health examination to screen out those children with definite or borderline subnormal mentalities, who may then be referred for whatever further study is necessary.

Mental attitude. Fully as important as his physical status to the well-being of the growing child is his mental attitude. Almost entire dependence must be placed upon the history in gaining an insight into the behavior pattern and habit life of the child. Sufficient time must be taken to inquire into such fundamental habits as eating, sleeping, bowel and bladder training, and the attitude toward play. One of the products of our modern civilization seems to be a crop of children possessed with poor appetites, or with appetites only for those foods which contribute little to nutritional demands. A discussion of all the factors which lead to feeding problems, as well as other specific problems among children, would take us far beyond the limits of our subject. Suffice it to say that for many parents the chief benefit derived from the health examination will be the advice they receive in the management of the eating habits of their children. The history should also note the presence of such undesirable behavior traits as temper tantrums, fears, night terrors, ties, masturbation, thumb sucking, finger nail biting, and resorting to crying on little or no provocation. Such faulty habits are frequently the result of emotional stress or of some physical disability, which the physician will attempt to discover as he conducts his examination.

Past illnesses. Inquiry must also be made into the past illnesses suffered by the child. What were they, and was recovery complete? In children of school age, special significance is attached to the frequency of tonsillitis and colds, particularly when the latter are accompanied by temporary deafness, mouth-breathing, and snoring at night. A history of such attacks may be of more value in deciding about the necessity for the removal of tonsils and adenoids than can be gained from a direct inspection of the nose and throat. Information that the child has had chorea, rheumatic fever, or other forms of rheumatism will warn the physician to examine the heart with extra caution.

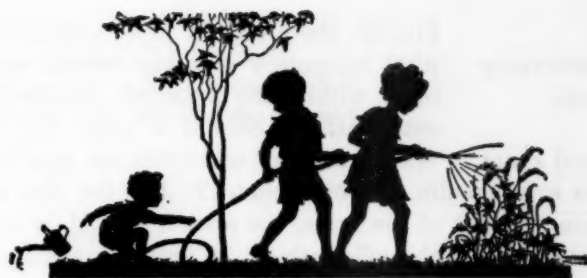
Protective inoculations. Finally, the history will record what protective inoculations the child has received and when they were given. No question exists about the desirability of every child being protected against diphtheria and smallpox. The decision as to whether other preventive procedures should be carried out must be left to the judgment of the physician.

Physical Examination

With the significant facts in mind concerning the child's past, the physician is ready to make the physical examination. Since this is a health examination,

the approach is from a somewhat different point of view than is the examination of a sick child. To illustrate, let us use the automobile as an example. When a long cross-country trip is contemplated the wise owner takes his car to the garage and instructs the mechanic to check it from top to bottom to make sure it is in first class order to make the journey. If repairs are needed he prefers to have them made at home rather than to risk a break-down in the middle of the desert far from assistance. These precautionary measures appeal to the majority of individuals as the sensible thing to do. However, if the automobile suddenly develops an abnormal noise somewhere in its interior, the owner then is forced to take it to the garage because something is definitely wrong with it. He describes its behavior to the mechanic and requests that the seat of the trouble be located and corrected. In the first instance the duty of the mechanic is to determine the general fitness of the car to make the trip; in the second instance he is required to make a diagnosis of a specific trouble. There is no need for pursuing the comparison further, except perhaps to point out the particular application of the analogy to the children of Summer Round-Up age who are indeed embarking upon a long journey through many years of school life. If it seems the course of wisdom to determine the mechanical fitness of an automobile about to be put under stress, it logically follows that it is at least equally wise to determine the physical fitness of the child's body to cope successfully with the strains to which it will be subjected by the added burdens of school life.

Nutritional status. Perhaps the first observation the examining physician will make is an estimation of the child's general nutritional status. Comparison of the individual's height and weight with standards given in charts is not sufficient for this purpose. Recording of the height and weight is of importance chiefly as a means for determining the adequacy of future increments in growth. So-called standard age-weight-height charts are merely averages of all types of body builds, and do not take into account the importance of inherited family patterns. Underweightness is not necessarily synonymous with undernutrition. Small thin children may be well nourished; and conversely, plump children may be poorly nourished. Well nourished children are those of firm musculature, good color as shown by full red lips, erect postures, and alert and active natures. The poorly nourished child, on the other hand, has flabby muscles, poor color, and a poor posture, due to fatigued muscles. Such children frequently prefer to sit around or lie down at every opportunity. As a rule they are ill children and the cause for the faulty nutrition is to be sought in further examination. Closely related to nutrition as one of the major objectives of the health examination is an appraisal of the body mechanics; that is, the skeletal framework and the muscles attached to it. Abnormali-



ties are revealed by such findings as poor posture, crooked spines, knock-knees, bowed legs, and pronated or flat feet. It may be remarked in passing that corrective measures for defects of this character are most effective when carried out during the period of growth.

Detailed examination. After the general inspection has been concluded, the child should be prepared for the detailed examination. It seems hardly necessary to mention that the child's clothing must be removed during the course of the examination if any approach to thoroughness is to be secured. Space does not permit a detailed description of each phase of the examination. At its conclusion the examiner will have recorded the condition of the ear drums, eyes (crossed), nose, tonsils and adenoids, and the teeth, whether carious or poorly occluded. The heart and lungs will have received special attention to exclude any evidence of disease. Enlargement of abdominal organs, such as the liver and spleen, will have been noted, and hernias will have been looked for. The genital organs of both sexes will have been carefully inspected, chiefly for undescended testes in boys and for possible gonorrheal vaginitis in girls. In addition, the reasonably complete examination will have recorded the condition of the skin, lymph nodes, and reflexes.

So important are hearing and vision to the school child that special mention must be made of them. Testing for their functions is emphatically within the scope of the health examination. Obviously the tests available in the general physicians' offices for this purpose serve only to screen out or select those children who should be referred to the specialist for further examination. Standard animal charts or the standard "E" chart are the common rough methods used to test the vision of children of Summer Round-Up age. The former depends upon the ability of the child to recognize a familiar standard sized animal at a distance of twenty feet with one eye covered, while the latter requires the child to be able to recognize the direction in which the legs of the "E" are pointing under the same conditions. For older children who have learned the letters of the alphabet, the familiar Snellen chart is most often used. Several tests are commonly employed to test hearing ability. Among them are the watch test, the whispering voice, and the audiometer.

Laboratory Tests

Finally, there remain to be considered what laboratory or other special tests come within the scope of the health examination. Should a urine test, a blood count, a Wassermann or other test for syphilis, and a tuberculin test be included? For the first of these, the test of the urine, the answer should, in my opinion, be in the affirmative. It provides a simple means for testing the function of organs which are of equal importance in the body to the heart or lungs. In addition to nephritis (inflammation of the kidneys), an analysis of the urine may reveal the presence of diabetes or of infection of the urinary tract. Since it is possible that any of these disturbances may exist unrecognized, for a time at least, it would seem desirable to make this simple test for their exclusion a routine measure. I feel, too, that the tuberculin test could well be a routine part of the health examination. Unquestionably, it should be done on all children where the history yields a suspicion of exposure to a case of tuberculosis. Recent studies have shown conclusively that tuberculosis may exist in the bodies of young children without any symptoms of ill health. Some of these children, however, may develop serious tuberculosis disease as they reach adolescence and the 'teen age. The tuberculin test is a simple harmless test which will detect those children who have become infected, even when they apparently are in good health. Knowledge that infection has taken place may make it possible to so guard the child's health that serious illness will be averted in later years. Many arguments could be advanced for including a blood count to detect anemia and a Wassermann test to discover evidence of syphilis. However, the physical examination or information gained from the history will indicate to the

examining physician, in such a high proportion, which of the children need such tests, that the additional time and expense which would be incurred in including these tests as routine procedures, seem hardly justifiable.

In summarizing what, in my opinion, constitute the essentials of an adequate health examination, the following points may be noted:

1. *Periodic health examinations of children to "screen out" those in need of attention from those who are well, is a valuable procedure which should be used more often than it is.*

2. *The health examination can be most efficiently made in the offices of physicians.*

3. *A history should be obtained sufficiently detailed to give a clear picture of the child's environment, his habits and behavior patterns, the nature of past illnesses, and the immunity status to preventable diseases.*

4. *The physical examination should include an appraisal of the nutritional status, body mechanics, and functional integrity of the various organs of the body with a view to recognizing major departures from the normal.*

5. *Simple tests for vision and hearing should be made.*

6. *An examination of the urine and a tuberculin test should be included as a routine part of the health examination.*

7. *Blood counts and tests of the blood for syphilis may be done at the discretion of the examiner.*

A BOY AND A BIKE

*A boy, a bike, and an open road,
A jiggle, a bump, and a jog,
A rustle of leaves and a blinking toad,
A tree, a fence, and a bog;
The things he does and the things he sees
Are the things he knows and likes,
A muddy pond and a clump of trees
Were made for a boy with a bike.*

—MRS. FRANK BUKACEK.

They Will Thank You For It!

By LOIS WHIPPLE CLARK

I WANT my children to know about money! When I was a child my parents died and I was given to the care of my grandparents. Grandfather was a lawyer and a successful one. I was given every advantage, educational and social, but I received no training whatsoever along practical or business lines. Today the rise of industry has given women the opportunity for financial independence, whether by investments or by their own labors as workers. But in my day, it was not even feminine, so to speak, for women to know anything of business, for the Business World was man's domain.

Grandfather belonged to the old school. He considered it his duty to provide the women of his household with all the necessities of life and as many luxuries as he could afford. How well I remember when Grandmother and I went shopping. Our first stop would be the bank. It was a cold, formal institution, truly a citadel of the masculine world. As we would enter those heavy portals, a porter would greet us and lead us to a seat. In a moment, Grandfather, whose office was in the bank building, would appear with an envelope containing the amount of money Grandmother had requested at breakfast. After this rite was performed, we would be escorted to the door—and there began and ended my contacts with a bank.

Later in my life, I married a man who took care of all the finances in the family. I never had to think of money—whence it came, whither it would go. I heard men talk of stocks, bonds, markets, inflation, liquidation, and so on, but they were mere words—words that were in a language used in man's domain, and I was not even mildly curious as to their meaning.

Life ran smoothly, and then one day I found myself bereft—a widow with two children. It became necessary for me to assume the responsibility for managing my own and my children's affairs. With the bliss of utter ignorance, I listened while my lawyer talked. I comprehended less than an eighth of all he said; but up to now everything financial had been so simple, I was sure I was not going to have any trouble.

A MONTH went by, two, three. In that time I had tangled up my affairs, overdrawn my checking account, sold stock I should have hung on to, and even let a smart bond salesman unload some shaky securities onto me. My calls at the bank became more and more frequent. With heavenly patience an assistant cashier went over matters with me, and I would

go home resolved to keep my affairs straight *this time*; but my good intentions were not supported by a thorough knowledge of what I was doing, and disaster resulted.

I was getting upset, discouraged, my nerves on edge. I dreaded the ringing of the telephone bell. It might be—and all too frequently was—the courteous, impersonal voice of the *bank*! One day, as I emerged from endeavoring to atone for my latest offense, I was close to the verge of tears—vexatious tears. How could anyone be so stupid when it all seemed so easy? Two and two *always* made four—or should, yet I had just found that I had made absurd yet hideous mistakes in simple arithmetic! I slipped into a nearby restaurant to compose myself, and scarcely was I seated when a woman entered. I recognized her—the head of the women's department of my bank!

"Won't you sit here with me?" I asked.

"I'd love to," she answered, and seated herself across from me.

I looked at her. She was a lovely looking woman of perhaps thirty—smartly groomed—nothing unfeminine about her, yet she occupied a position that required distinct financial ability in man's domain! Oh, yes, the citadel had long since been stormed and taken by women, quietly and unobtrusively, but taken and what is more, held, and such simpletons as myself were back numbers! We drifted into conversation and I poured out my woes to her. She seemed so interested and gave me so many helpful hints that I obeyed an impulse.

"Won't you come and spend a day with us?" I invited. "Wait! I might as well tell you I have malice aforethought. I want you to tell me all you know about banking—is that too large an order?"

"A whole day? You flatter me! But I'll come—I'd love to."

It was a wonderful day. With patience and common sense, she talked to me, beginning at the very beginning, showing me this and that, explaining the little fundamentals my assistant cashier friend had taken for granted I already knew—which I didn't. A light broke through the murky clouds and I lived again in a world of peace.

And out of my calm serenity developed an IDEA. My children were going to learn something about the value of money—of thrift and investment. They were going to be provided with experiences that would be helpful in developing their judgment along financial

lines. My children were not going to grow up in such stupid and hopeless and even gullible ignorance as had their mother. I did not blame my dear Grandfather, but this was a modern age we were entering, and both of my children would one day take their places in it. My idea grew, took tangible shape, became material, and resulted in the founding of what became known as "Mother's Bank."

BETSEY WAS NINE, Dick seven. I told them of my plan which was this: They were each to open two bank accounts—checking and interest. I would start them with a dollar in each. That would rate as one hundred dollars, for in order to teach them to compute interest, I had to do it on a dollar and not on a penny scale. Every cent deposited gave them a dollar's credit. I had small notebooks for bank books and my good friend the women's teller, delighted with my idea, supplied pads of deposit slips and blank checks. I taught them how to make out deposit slips, write checks, make proper endorsements, and keep records in their stubs; how to make out "notes," though I warned them against their use, explaining what an endorser assumes; I taught them what such words as negotiable, certified, draft, protest, and so on meant, when a bank book must be presented for a withdrawal, and answered a hundred questions that came from their alert and inquiring minds. All this did not, of course, come in one lesson. I proceeded slowly and thoroughly, but they loved the whole thing and were eager for their next "lesson" as they called it. We made rapid progress. I had to help Dick with his interest at first, but in a surprisingly short time he had caught on, and to my delight, rarely made a mistake. Every month a statement was sent to them with their cancelled checks. I never questioned a withdrawal, but if an account were overdrawn, it was treated exactly as it would be in the Big Bank, as the children called it. I gave them their allowance in the form of a check. Oftentimes they earned a little extra money by doing tasks around the house or running errands. We observed strict banking hours, too, though, of course, they could not be the same as a regular bank's since the children were in school.

As soon as I thought advisable, I talked to them of investments—stocks, bonds, mortgages, and many other things. At first I let them purchase stock in

imaginary concerns. Then, I had them buy "on paper" from the lists in the financial journals. They learned how money *oftentimes* is made, and how quickly *too often* it is lost. Betsey's ability and interest in the economic world was of special satisfaction to me, not only because we are living in a world where most of us have to count pennies, but because it appears to be a fact that women buy at least three quarters of all goods for ultimate consumption. Certainly, then, women should know how to spend their money wisely. It is Stuart Chase who said: "Woman, far from being puny, is an Amazon, towering, portentous, blocking the whole economic horizon of the years before us."

WHEN BETSEY was twelve, I let her open an interest account in her own name at the Big Bank, and at sixteen, a checking account; and I did the same with Dick as he came along in age. Acting on a suggestion from my friend of the bank, I had the children taught how to make out income tax reports. As new laws governing banking and taxes were enacted, I acquainted myself with them and told the children. I also encouraged them to read the newspapers and learn such things for themselves, as well. Not an avenue of the financial highway did I leave unexplored. They leaped way ahead of me in time, but I certainly did not care!

—That was many years ago. My children are both married now and have children of their own for whom, they assure me, a "Mother's Bank" is going to be established as soon as they are old enough. One day, Dick's wife said to me:

"Why don't you tell other mothers of that grand idea of yours? I think it's a marvellous one. I only wish *my* mother had had the same inspiration when I was young!"

So I decided to tell other mothers! It does not have to be a "mother's" bank—it can be a "father's." The sums of money handled can be very modest indeed, but it should be carried out in miniature exactly along the lines of a real institution. Give your children the advantage of early training in the value of money and how to manage it, broaden their sense of property rights, give them an understanding of what thrift involves—in other words, lay the groundwork for an understanding of money and the important part it plays in the affairs of man, and I am willing to wager that some day your children will thank you for it.

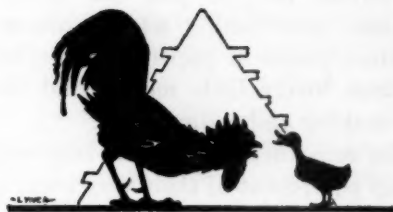
In Your Own Back Yard

By DOROTHY BARTLETT

TO ILLUSTRATE my point quickly, I am going to ask you to see two pictures with me taken from life: Our first picture is of Junior, aged four, who distracted by his Mother's "don'ts," and having used up all of his resources for self-employment, has just poured a one dollar bottle of shampoo down the sink, for no better reason than to amuse himself. His mother is wild. What will his father say? We don't know what his father will say, but we do know what his father should say, and that is, "Junior should be kept so busy that he will not have time to get into mischief."

Our second picture is the model back yard playground, and it really works, in spite of how "too-good-to-be-true" it may sound. We see Junior again, but now with the help of his mother he is building and sailing a fleet of boats on a miniature pond, constructing instead of destructing, while his little friends play happily in the yard. Please note the lack of friends in the first picture. From these two pictures we may draw several conclusions: First, provide a suitable playground and your child will play in it. Secondly, provide a suitable playground and there is little chance that your child will be its sole occupant.

Now to those of you who will say, "I can't afford playground equipment," I would like to point out that you don't need much, if any, money to build a playground. What you do need, however, is a great deal of ingenuity—the greater part of this ingenuity to consist of a swing, blocks, and a sandbox which I have always considered as much a part of rearing children as a bassinet or perambulator. Now for the equipment itself: Our sandbox was retrieved from a lot where a building had been constructed. The problem of refilling the box with sand each spring has not been a major one, but the sand does have a way of disappearing, even though the rules are that it is not to be carried around. As for the blocks, I believe everyone can afford a few. We got ours from a load of kindling, and our only concern was to see that the blocks were free from sharp edges or splinters. One can usually get a few blocks from a lumber company—left over odds and ends. A piece of rope and a board fastened between two trees takes care of our swing. When we built, we planned which pine trees should be removed, so as to leave trees standing suitably placed for swings and hammocks. If you are not fortunate enough to have trees to work on, I grant that the problem is a little more difficult because it will necessitate posts.



The expense will be a little more, but it will be worth it. We were very fortunate in having a vacant lot next to us with many trees, so we went to work with a free hand. The lot may be sold in time, but our labor has been the only expense and we do not feel we have wasted it, even if we may have to pick up our playground and move it some day.

Boards between two trees have provided places for the following equipment (just things we have picked up here and there): 1. a tire swing, a discarded tire on a stout rope; 2. a flying trapeze, a piece of garden pipe held up by two pieces of wire cable; 3. two swings, a high one and a low one—we had to buy new rope for these. 4. a canvas swing, which had been in my mother's attic for years. We also have two stationary trapeze, a high and a low one, which are merely pieces of garden pipe fastened the required height between two trees; and these trapeze are two of the most popular pieces of equipment on the grounds. Orange crates, which your grocer will gladly give you, stained a bright color and fastened upright make nice cupboards for playhouses or to keep such equipment as balls or mud pie implements. Two pegs driven into the ground, and some horse shoes, which the children found, form another pastime. These are better for the larger children. The small ones would probably throw them at each other. One day last summer, looking out of the window, I saw the children trying to build a tepee of brush. They came to me for newspapers to cover it, and played in the tepee for a day. But it was too great a fire hazard, so we scouted around and found quite a quantity of stage scenery from an old theater. However, any canvas would serve the purpose just as well. Wrapped around a tree with a few poles nailed out for support, the stage scenery made a beautifully colored Indian tepee, and the children have had a great deal of fun playing in there when it rained. They enjoy hearing it rain on the canvas, and it stays dry even through quite heavy showers.

A little pond is not hard to manage if your husband likes to meddle with cement. Our pond is cement portable. We found it on a farm where it was no longer used. Formerly, I understand, it had been used for baby ducks to swim in. It is about three feet across and about six inches deep, with a drain hole and a clog in the center. Last summer there floated on that little pond such a fleet of barges, battleships, sailboats, tugs, rowboats, ferries, etc., as you can hardly imagine small children constructing out of pieces of bark, burnt matches, pieces of paper, crayons, etc. All of the boats were lovely little models and the children spent days making and sailing them.

Now as for construction material, buy your children a little cheap equipment of their very own: a bottle of glue, crayons, scissors, a not-too-sharp knife, a tablet, and maybe a few pieces of plywood. Keep all of these in a box and when the children want to work the box can be carried wherever they wish, the only stipulation being that they remember to return their equipment to the box so it will not be scattered all over the place, either to be lost or for someone else to pick up and put away.

We have by the use of the vacant lot been able to save our lawn for a croquet game, and we play croquet almost every evening in the summer. I enameled an old folding table and chairs orange and green, and when the weather permits we eat out-of-doors. The garden has provided for still another interesting activity for the children. They have their own plots of ground to garden. I give them whatever seeds they choose from my collection. Sometimes these seeds grow beautifully; sometimes they never come up at all, but that is not the point; and when they do come up, well, there was no arguing about the eating of one potato that my son grew in his garden. It was the best baked potato I have ever eaten.

You may think that this all sounds like a lot of work, requiring a great deal of time, but you do not need to do it all at once; and as you plan and develop your back yard playground, I should be very much surprised if you do not begin to enjoy your home life more and more. You will find your children to be interesting and fun instead of the little demons you sometimes think them. We even have a playground in our basement for rainy days and for all winter. This playground usually consists of two swings, a low workbench with tools, and a teeter totter which we take outdoors in the spring.

To me the ideal playground is not made of shiny, tailor-made equipment because the children have put nothing of themselves into that and it will probably not be used after the first few days. The ideal playground is one which the children themselves have helped to build, and which has enough basic equipment to stimulate activity and keep them busy and happy. After all, idle hands are the ones which cause trouble. Incidentally, one good point about a back yard playground is a totally selfish one because it benefits the mother *only*. In these days when we are all weight conscious, taking exercises, restricting diets, to keep our school girl figures, I do not know of any more pleasant (or strenuous) way of exercising than in your own back yard.

Perhaps the most important value derived from a back yard playground, however, is the opportunity for bringing parents and children closer together. If you enter into the child's play with the spirit of a child and not of a condescending mother, you will find that you are a welcome member in any game of tag or whatever goes on and are thoroughly able to enjoy various experiences with him. I should say it is a case of finding out how much fun it is to live with your children instead of for them. Whenever I am tempted to say to my children, "I am too busy now; Mother has work to do," I can't help thinking of a poem called "Lesson," written by Minnie Case Hopkins, for it expresses so well what I should like to say to every mother:

Have you seen, anywhere, a tall little lad
And a winsome wee lass of four?
It was only today, bare-footed and brown,
That they played by my kitchen door.
It was only today (or maybe a year;
It could not be twenty, I know)
They were shouting for me to help in their game
But I was too busy to go;
Too busy with sweeping and dusting to play,
And now they have silently wandered away.

If by chance you hear of a slim little lad
And a small winsome lass of four
I pray you to tell me! To find them again
I would journey the wide world o'er.
Somewhere, I am sure, they'll be playing a game,
And should they be calling for me
To come out and help, oh, tell them I beg,
I'm coming, as fast as can be!
For there's never a house might hold me today
Could I hear them call me to share in their play.

Learn to live and to play with your children before it is too late and "they have silently wandered away."



Who Is Equal to the Task?

By DAVID VAUGHAN

TO DEFINE a good parent one must define the type of child that a worthy parent should produce. Assuming normal inherited qualities and normal wholesome environment outside of the home, first-class parental training should result in a happy, free, balanced, uninhibited child who is at home with himself and in the world in which he lives. Education, religion, work, recreation, and home training, through example and precept, should all contribute to the enlargement of life with the ego preserved but socialized.

A good parent, therefore, interprets the child's present and later life in terms of the child's interests rather than in terms of parental prejudice or desire. Many a parent assumes a spirit of unselfishness and self-martyrdom when what seems to be sacrificial love is merely a lazy following of the line of least resistance.

The desire to shield a child from the consequences of his own misdeeds may give to the parent the satisfying feeling of a benevolent protector, but it deprives the child of discipline and growth. What seems like praiseworthy devotion may thus, really, be self-indulgence. Shielding the child gives satisfaction to the parent but cheats a growing personality out of needed character development. Patriarchal benevolence is no substitute for far-sighted attention to character training. The self-disciplined freedom of later life is safe only when guided by wisdom that the child gained through experience. The self-reliance and self-expression discussed by Emerson have significance when a well integrated personality is considered. "Be yourself" is poor advice when there is no worthy self to be.

A temper-tantrum childhood supplies the background for the hysterical adult who makes a sorry mess of life for himself and others. When screaming and a display of temper bring the results sought by the child, they are repeated and become habitual—thus, the nervous system becomes an enemy instead of an ally. Since we are training future husbands and wives and future parents, our parental mistakes may cause unhappiness for generations. Parents sometimes yield to children rather than follow the more difficult way of quiet, persistent discipline. The world is full of adults who never grow up emotionally; and frequently children reproduce qualities found in parents. A sober study of all possible causes of undesirable qualities in children is often self-revealing to parents.

The mental habits of childhood persist through life. The grouch advertises to the world his own personal

inadequacy. He who forever discounts others is merely telling others that he, himself, feels inferior and seeks to appear to have the stature of a giant in contrast with those whom he has cut off at the knees. Understanding, tolerance, courtesy and kindness become natural to the child of a good parent. Let us remember that children learn by imitation and take their cues from those who are closest to them.

When one is caged by circumstances, he can either sing or bite the wires of his cage. Parental example and precept should train the child to sing with one eye on the door of the cage, watching for the first chance to escape. Courage in facing disappointment, with training in the best methods of finding detours when the highway is blocked, is especially needed in this era of economic uncertainty.

A good parent sees the child's career as an unfolding of the youthful personality, rather than as compensation for disappointments in his own life. Frustrated hopes in the parents' career must not be the basis for parental plans for children. A child cannot be other than himself. The boy is not the father starting life over again. He inherits through his father, rather than from his father, and additional qualities are added by inheritance through the mother. Besides, he has an environment that was not theirs. He, therefore, must not be expected to see visions, dream dreams, and plan exploits after their pattern. Aptitude tests and the youth's personal desires are better guides in vocational choice than are parental ambitions and disappointments.

There are original and unique elements in every personality. These special traits should be developed, for personal happiness and human welfare are best served when free expression is encouraged. Pinched personalities fail to explore areas of human happiness and usefulness that would enrich their own lives and the lives of others.

Blind obedience, based on fear and furnishing a background for haunting feelings of guilt, may bring personal gratification to a short-sighted disciplinarian, but the child-victim develops inhibitions that rob life of much of its richness. Personalities that expand rather than shrink give joy and find joy in living. Perhaps fathers fail here more than mothers. Mothers are more familiar with modern methods in child training, while fathers seem to fall back on their own childhood experiences, either copying them or reacting against them. The new way of child training requires

more thought and more patience. Paternalism or tyranny may be mechanical, requiring little forethought. The way of fellowship, however, is more difficult, for, through it duty must become desire and delight. This means that parents must follow a carefully planned procedure rather than the impulse of the moment. By building up inner resources in the child, emotional conflicts are avoided and cooperation is substituted for coercion.

A child is a person who even in his early years wishes to assert his personality, and he deserves the same respect and consideration that is given to grownups. He has rights. He has a keen sense of justice, and he can easily be trained to recognize his obligations to others. Sharing easily becomes habitual again through early example and precept, for it is a part of the feeling of fellowship and comradeship that children can enjoy. They appreciate explanations and respond when reasons are given. A sense of justice appears early and is subject to guidance. The child is not to be humiliated or neglected. A balanced personality combines a reasonable sense of personal worth and a feeling of social obligation.

Fellowship, rather than domination, is the goal of the worthy parent. Leadership through friendly cooperation, the spirit found in a democracy rather than the spirit found in a dictatorship, is characteristic of the modern parent. When children discover that they can live to better advantage with guidance than without it, they themselves will seek such leadership.

Of course a good parent enjoys the confidence of the child. This comes through a feeling of fellowship, a feeling that this business of living involves first personal pronouns, plural—"we, us, ours." The child finds satisfaction in the security that comes from wise cooperative parental leadership. Confidence and respect are mutual. A recent study by Healy and Bronner emphasizes the fact that delinquents are not found in the home where there exists a worthy adult for whom the children have a genuine affection. "Am I worthy of imitation and am I lovable and loved?" is therefore a vital question for parents.

They are good parents who best train their children to live without them. That does not mean that affection will cease as adult years are reached. Love ought to increase as self-reliance develops personal integrity and intelligence. Principles rather than rules, positive methods rather than negative, expression rather than repression develop independent personalities. Self-control, self-respect, and self-reliance may be cultivated in the child.

A good parent trains the child for life in the child's generation rather than for life in the parent's generation. The world today is quite different from the world of two or three decades ago. Human nature has not changed, but the stimuli that affect life have changed.

Too frequently, today, young people are totally unprepared to meet the confused issues that confront them. Parents often allow flabby characters to develop in children who are sure to be swept away later by the swift currents and the whirlpools peculiar to this generation. The idea of freedom is emphasized by youth today, without an equal emphasis on the sturdy qualities of character that must go with it. Someone has suggested that "the tramp has freedom, but he has lost his sense of direction." A drunken sea captain on the bridge in a storm without compass, chart or rudder is hardly free.

The question of information covering the biological facts of life has been settled for intelligent parents in this generation. Sex instruction is sure to be supplied to children from some source, and parents have decided to use the opportunity to be the first and the best source. Straight-forward, honest answers must be given to all questions—answers with no emotional content and no evasions. The assumption that such information is supplied merely to avoid unfortunate results from anti-social conduct is superficial. The whole personality is involved if parents fail here. Feelings of inferiority and guilt develop; timidity, inhibitions and failure in life may come when a child is kept in ignorance.

One great need of this generation of young people is the kind of personal, moral integrity that helps one to stand alone, when necessary, and refuse to run with the mob when the mob is wrong. Group thinking and blind group action are all too common. High school students are pathetically servile to group opinion. When one girl was asked to define sin, she answered that, "sin is being out of fashion." When conventions are raised to moral status and morals become mere conventions, something is lacking in training.

Special attention is demanded in the vocational field. With a new economic era ahead, parents have a much greater responsibility in helping youth to prepare for self-support. Competition is keener and there are not enough openings to employ available workers.

It would be easy to multiply fields of human activity that require a readjustment of parental methods because of this new day. We need, however, the same sturdy virtues that made men great in days that are gone, while new information and new techniques are required to develop strong character in the rising generation.

Perhaps the reader asks, "Who is equal to this task?" The parents of this generation are equal to the task if available information is used covering the wide range of life. Press, platform, pulpit, classroom and radio are helpful agencies that are available with little effort. It is a serious thing to bring a child into the world today. Parenthood demands intelligence, character, and emotional stability.

Echoes from the Convention . . .



THE addresses given at the Salt Lake City Convention were so vital to the effective understanding of the significance of the Convention theme, "Changing Patterns for Group Living," that we wish we were able to reproduce them in their entirety. The full text of the addresses will be published in the coming *Proceedings* of the Convention. At present, we bring you only brief but eminently worthwhile abstracts of the consultation addresses and several of the other addresses covering the four major phases of the theme—: Citizenship, Health, Learning, and Personality.

Consultation Addresses

Patterns for Citizenship—"Goals of Citizenship in a Democracy," S. Howard Evans, Assistant Secretary, Payne Fund, New York City.

AMONG other goals of citizenship in a democracy, three seem to be especially significant. They are as follows:

1. To strengthen the desire for democracy.
2. To help citizens participate effectively in the control of government.
3. To generate a fearless leadership.

One of the best means of strengthening the desire for democracy is to make people aware of the fundamental difference between our form of government and the authoritarian governments. We have been able to preserve the theory that the state exists for the benefit of its citizens, while in an alarming number of countries, governments are acting on the opposing theory that citizens exist for the benefit of the state.

While our government is being tested today as seldom before in its history, democracy still constitutes a sound approach to the solution of its problems. Democracy is a way of life. It is a philosophy which provides maximum freedom for each of us in dealing with both our individual and our social problems.

If democracy is to be preserved, citizen participation in government must become much more effective. Special techniques must be developed. They

of the NATIONAL CONGRESS OF PARENTS AND TEACHERS

should cover such specialized functions as (1) fact finding, (2) public discussion, and (3) the accomplishment of action.

The first function of fact finding is essentially one of scholarship. There can be no question but that more and better scholarship is needed in public affairs. It seems equally conclusive that since the colleges and universities are the best available sources of scholarship, they must concern themselves increasingly with public affairs.

The second function, public discussion, creates an excellent opportunity for citizens' organizations. While the individual members of these organizations haven't time to inform themselves about the merits or far-reaching implications of every question which may arise, they can cooperate in holding meetings at which college groups may present the facts and assist in the discussion of them. In such discussions many points of view may be presented and thinking can be clarified.

The function of action is perhaps most important. Too many people have been discouraged by their inability to get action on important public problems. We must find ways of making government more responsive to the citizens and less subject to the dictates of the politicians.

We cannot hope to have good government unless someone is willing to pay the price. This means more than paying taxes. It means making the sacrifices and enduring the pressures which are certain to be brought to bear on anyone who dares try to improve our political institutions. It means leadership, courageous leadership which seeks only the truth.

• • •

Patterns for Health—"Standards of Health for Today's Children," Dr. Clifford E. Waller, Assistant Surgeon General, U. S. Public Health Service.

OUR IDEAL of health for today's children is not radically different from that for yesterday's children. We have not improved on the Greek design—a sound mind in a sound body. Out of the improvements and triumphs of science have come more specific methods of combating diseases and promoting health. The problem still remains of disseminating this information among many who do not have it. The first of these problems is prenatal care and care during delivery. The advisability of medical care can be stressed and promoted by visiting nurses. Physicians, nurses, and

social agencies are campaigning for better health. Many of the prenatal clinics give a Wassermann as part of the routine examination, but where they do not and one is indicated, then the nurse has an important conversion to make.

The visiting nurse discusses with the mother the problem of the child's adjustment to a new and intelligent environment. In nearly all households she can talk with profit on scientific advances in the hygienic routines for children. Deficiency and contagious diseases of childhood such as diarrhea and rickets will eventually be eliminated by these programs on which the nurse goes into the home as teacher as well as nurse.

About half of the deaths during infancy are attributable to prematurity. Many can be prevented by adequate incubator, hospital, and nursing care. The next main objective is to render the youngster immune to diphtheria and smallpox. It is generally recommended that the child be immunized before he is one year old. We must not forget that the immunity of the individual is the important factor in keeping contagious diseases in banishment. Children should have resistance built up during epidemic seasons.

The parent who wants to feel that he is doing a really scientific job will take his offspring to the physician for regular physical examinations. The yearly trip to the dentist for the purpose of disclosing and remedying defects that may have developed, is also recommended. In considering the child's mental welfare, one becomes less specific. Mental development toward which we are aiming is that of adjusting a complex individual to the complex shifting baffling circumstances that we call life. Attainment of virtues of mental health is a slow developmental process, fortified or weakened by the child's daily experiences and environment.

Two rules applicable to development of right principles of human behavior are: (1) Rewards and punishments should be the logical consequences of the child's acts and not artificial prizes or extraneous punishment. (2) The virtues which we are trying to teach such as honesty, perseverance, thrift, and social adjustment must be practiced in many different ways.

The parent-teacher association can be a tremendous influence in bringing better health conditions to pass by guiding public opinion which provides the backing of all of our institutions.

• • •

Patterns for Learning—"The Education of the Child in a Day of Social Change," Dr. William G. Carr, Secretary, Education Policies Commission, and Director of Research, National Education Association of the United States.

MANKIND has always lived in a day of social change. The primary factors of our own day are the changes brought about by applied science in medicine, indus-

try, communication, transportation, and home making. During this period of social change the schools, the homes, and other educational agencies should develop, defend, and apply the ideals of democracy. An examination of the American traditions of democracy reveals at least five great ideals:

The first, *general welfare*, must include the active expression of tolerance, generosity, thoughtfulness, magnanimity, consideration, and the active repression of hatred, envy, cruelty, and greed. It must include also the conscious and continuous seeking of the best possible way of life, not for ourselves alone, but for all people.

The second ideal is *civil liberty* under which is grouped the inalienable rights mentioned in the Declaration of Independence and the Bill of Rights to the Constitution. Only as each individual becomes habituated to respect the liberties of others can a democratic government protect the rights of all.

The third ideal in the democratic process is the *consent of the governed*. We in America believe that all of the people should take part in reaching decisions on matters which concern them.

The fourth ideal is the *appeal to reason*. A democracy settles its controversies by the slow but sure methods of conference and compromise. Democracy condemns violence and force by any social group in attaining its ends.

The fifth ideal in the democratic process is the *pursuit of happiness*. By happiness is meant that deep and abiding contentment that comes from a complete and abundant life, even though such a life includes both success and failure, prosperity and adversity, sunshine and shadow, cradle songs and funeral hymns.

The controlling purpose of education is to help people to live in accordance with the above ideals.

From the following sources—the writings of leaders in thought and action, the deliberations of professional groups, and the quick, naive responses of youth—there emerge education objectives thought suitable for attaining the desired democratic goals—goals which point the direction which education should take. These four objectives are:

1. Self-realization—description of the educated person.
2. Economic Efficiency—description of the educated producer or consumer.
3. Human Relationship—description of the members of the family and community groups.
4. Civic Responsibility—description of the educated citizen.

Only the first of these four objectives is discussed in this paper. Education for self-realization in school and home will result in a person with the following characteristics:

- He will have an eager curiosity and a life-long desire to learn.
- He will be able to use all of the four language arts: Reading, writing, listening, and speaking.
- He will be able to solve his problems of counting and calculating.
- He will preserve his own health and that of others.
- He will use his leisure for wholesome enjoyable recreation.
- He will assume responsibility for his own conduct in the light of the rights of others.

If education in school and home realizes such objectives, democracy can succeed in this day of social change. In proportion as these agencies fail, democracy, too, will fail.

Patterns for Personality—"Understanding Personality Development of the Child," Dr. Ruth McMurray, Progressive Education Association, New York City.

WE HAVE learned much about the development and control of our natural resources. It is toward the conservation and development of our human resources that we are now turning our attention. The world is in a bad state unless we can somehow develop better understanding of human relationships and human needs. Dr. Alexis Carrel in "Man the Unknown" has said: "He (Man) has been incapable of organizing the world for himself because he did not possess a practical knowledge of his own nature. Thus, the enormous advance gained by the sciences of inanimate matter over those of living things is one of the greatest catastrophes ever suffered by humanity. The environment born of our intelligence and our inventions is adjusted neither to our stature nor to our shape. We are unhappy. We degenerate morally and mentally. We are the victims of the backwardness of the sciences of life over those of matter."

If we are going to readjust our environment to meet human needs more effectively we must educate on all levels, childhood, youth, and adult. The period of childhood, however, seems to offer the best opportunities for constructive effort with the knowledge that we possess at the present time.

Those of us who are interested in the younger generation are fortunate in having an increasing body of knowledge on human growth and development made available to us. New researches of all kinds are being undertaken. In his very interesting study on "The Emotions and the Educative Process," Prescott said, "To know with increasing certainty the conditions and experiences which will bring children into an optimum development of their personalities in our culture, must always be the hope of educators—" and I would add, of parents as well.

The number of research studies, however, dealing with personality development in terms of adjustments, social, and emotional responses as well as behavior is rapidly increasing. This is encouraging. It is also encouraging to note that each of these studies shows where its limitations are and suggests new areas for research.

I like Murphy and Jensen's definition of personality as that whole dynamic system of tendencies which differentiate one person from another—a compound, emergent product made up of psycho-biological tensions and mechanisms modified and elaborated by personal social experience and by cultural norm.

When the child comes to school he has many new problems to meet. He has wider social contacts. He may be aware of the repressions that come with school discipline. The attitude of friends, group loyalties and rivalries, culture conflicts, and the concern over personal status in the transition from life under family dominance to life in a society of peers, shape the school child's personality.

But—and this is most important for future study—

"practically nothing has been discovered concerning the way in which an individual personality develops from day to day, under varying stimulation. Nor can any predictions be hazarded as to how a child with a characteristic pattern of response at a certain age level will behave at a future time."

We need to know more of patterns of behavior that are appropriate for children of different ages within our culture. Dr. Prescott suggests that "persons show acceptable maturity all through their development when they employ patterns of affective behavior in meeting their own needs and, at the same time, are socially acceptable within the culture." But we do not yet know how to supply school people with rough inventories for these patterns of behavior. We need to know

much more about normal personalities.

"What a person really wants has much to do with giving form to his personality." The basic value concepts are the meaningful core about which the personality is organized. An integrated personality will emerge if the core values are harmonious and valid, while mental conflict will occur if the core concepts are inharmonious or incompatible. We must know what these basic value concepts are.

The personal relationships that the child experiences in school are of an important educational value. They are just as educative as what we call his regular school work.

We certainly need a new concept of what qualities a teacher should possess—fine personality—well balanced emotions—better education.

THE convention cannot be considered complete without mention of the spiritual values of the meetings, which seemed to take their tone from the majesty of the lofty, snow-covered mountains which surrounded us, as well as from the simple virtues of this pioneer community, whose guests we were, and whose plan of community objectives we came to respect enormously. Forgetting, for the time, the religious differences which separated us, we came to see the courage and patience of a people who, struggling against the most dreadful natural obstacles, literally walked across a continent to establish the city of their dreams. And as we walked among the lovely treasures of their civilization, we came to appreciate more fully the power and strength that lies behind a movement that becomes the common objective of a people. There were lessons of responsibility and responsiveness in this community that some of us will never forget.—E. B.

Other Addresses

"Education—A World Challenge to Parents and Teachers," Honorable J. Reuben Clark, Jr.,
Former Ambassador to Mexico.

TRUE EDUCATION may or may not include a college degree. To me, true education is that teaching, training, and experience which best fits a man to do the useful thing in his church, in society, and in the public service, for the doing of which God has best endowed him. It seems to me this is the education that is the world-wide challenge of which we speak.

This is true because the world has all sorts of necessary work to do—white collar, blue collar, no collar. The idea that manual work is degrading or belittling or beneath the dignity of a real man or is unworthy has no place in our life of today nor in our education. This idea reeks with serfs and slaves, with barons and lords, and with dukes and princes; it is postulated on a social caste more or less rigid, which has no place or part in a nation of equal free men. In God's eyes and in the eyes of true men everywhere, humans may not be classified by the work they do, nor may any man be assigned to shovel, plow, bench, or counter under a decree that shall fix his status for all time and that shall, because of his work, stigmatize him and his descendants as menial and not the peers of any and all God's children born.

Education that is to meet our challenge must bring us of America not only to this faith if we are to live a free nation, but must also carry it to the world if the world shall cast off its slavery of rank and caste and unearned privilege, and make free all men.

These are matters of the physical and intellectual side of men. There is another side which is more important than either or both of these—the spiritual part of our being.

We parents who pay our school teachers and who furnish our own children as the school student personnel, are faced now with some deep rooted problems. It does seem to me that we parents have not only lost all control as to what our own flesh and blood are taught and to be taught, but further and also, we are not even consulted about these matters.

I quite appreciate that I am now moving close to this much clamored question of academic freedom. However, there is a wide difference between academic freedom and academic license.

For example, the public teacher has perfect academic freedom to believe opium is a food and good for humans. He can talk about it, he can write about it, but he must not teach that to my children—and so with anything that adversely touches the bodily health, the moral welfare, the civic virtue, belief in our constitutional form of government, and the spiritual

growth and development of my children and the youth of America.

This principle of freedom versus license applies also to the press, the radio, and the movies—great educational instrumentalities.

In my vision the education of America can also mean finally the education of the world. I vision an America that shall spread its influence over the world not by the conquest of arms to bring people to ransom and tribute, but by the example of a people not only that teaches, but that leads also, men to love Liberty and to hold her ever before their eyes.

• • •

"The Art of Group Living," Dr. Adam S. Bennion,
Lecturer, Salt Lake City.

THAT TITLE, *The Art of Group Living*, goes to the very heart of civilization, for, after all, civilization is but the sum total of the living that goes on among its various groups. Conventions such as this are vital in that they help us to proof-read present tendencies—help us to evaluate influences now at work. In these critical national days, America needs to do substantial thinking. Basically, most of the problems which we now face are not new to civilization—they are as old as life itself. Whether we turn to Plato's "Republic" of 2200 years ago, whether we ponder the truths of the Beatitudes, or whether we turn through such recent books as Lippmann's "The Good Society," or Lin Yu-t'ang's "The Importance of Living", the fundamental problems of society persist. Man has always struggled with the task of getting on with his neighbors.

Problems may be those of the family, of the community, of the state, of the nation, or may extend to international reaches. Whenever people make the attempt to get on together they face critical issues. These are all the more real in times of depression. There is no new recipe that offers an easy solution. Problems have persisted through the ages and the answer has to be as always much the same. Successful group living rests upon these fundamental principles:

1. *A worthy purpose.*
2. *Leadership of vision.*
3. *Sound thinking.*
4. *Teamwork.*

All of these things have to be crowned with a spiritual power. Mere mechanism never yet has been responsible for worthy achievement. There must be the elevation of uplifting forces. In his higher reaches man is essentially spiritual. That fact lies at the basis of all real achievement. American foundations were laid religiously and spiritually. Those foundations must be maintained if America's future civilization is to be made secure.

"The Community Looks at Public Health," Dr. W. W. Bauer, Director, Bureau of Health and Public Instruction, American Medical Association.

WHEN THE community looks at public health, it must do so through the eyes of its citizens. The well-informed citizen surveying the panorama of public health activities must look for the following fundamentals of community sanitation which contribute to better health:

1. Development of modern plumbing and sewerage.
2. Community cleanliness through disposal of garbage, ashes, and waste.
3. Provision for pure water, pure milk, and the safe distribution of handling of perishable food products.
4. Control of communicable diseases through organization of health and medical facilities—immunization against smallpox, diphtheria, whooping cough, typhoid, and possibly scarlet fever.
5. The health of the school child safeguarded by a physical examination during the child's first year in school with reports to parents of the physical needs of the child including medical treatment, glasses, dental treatment, alterations in dietary habits, and other health practices.
6. A public health department interested in getting the expectant mother under early care, and a medical profession alert to play its proper part in such care.
7. Proper facilities available for the care of the poor.
8. Special interests—eyesight saving, conservation of hearing, eradication of tuberculosis, fight against syphilis, efforts at cancer control, and attempts to solve the problem of heart disease at early age. Even individual diseases such as pneumonia and infantile paralysis should be the subjects of special control measures.
9. Close cooperation between doctors, health officers, voluntary agencies, and the public in the attack on these health problems.

The citizen should help in these health movements. He can contribute in the following ways:

1. Purchase of tuberculosis Christmas seals.
2. Belonging to his parent-teacher association in his school and supporting its activities.
3. Cooperating through service on boards or committees in furtherance of proper health objectives.
4. Recognizing that certain objectives can be achieved through community effort and in no other way.
5. Recognizing that other objectives can be achieved only through individual vigilance and personal cooperation.
6. Insisting that positions in public health be filled on the basis of qualifications and no other basis whatsoever.

In the last analysis, the support of that which is good, the provision of that which is lacking, and the correction of that which is amiss depends upon the observant citizen. For him and for him alone exist the professions upon which health is based; namely, medicine, dentistry, nursing, engineering, laboratory and education.

"New Patterns for Social Living in a Democracy," Rabbi Edward F. Magnin, Wilshire Boulevard Temple, Los Angeles, California.

SOME PARENTS expect the school to take their place in the education of their children. This is a mistake. No institution, however worthwhile, can substitute for parental love and understanding. Each child is a world in himself and requires individual attention that cannot be had in a wholesale system of education. The teacher cannot be a mother and a father to every member of a large class. The school is not an orphan asylum for children whose parents are still living. It is not a check room.

Most of our education does not come out of books but from life itself. People must be taught how to live with themselves. No one can escape from himself and there are moments when each one must be alone or desires to enter the sanctuary of his own thoughts and emotions. In this case he must know how to think wholesomely. Balance and common sense are essential to healthy living. So is spiritual communion. The arts, religion, all cultural fields must be employed to teach children how to think and to refine their sensibilities.

American history should be taught in such a way as to make the boys and girls think about it and contrast our fortunate lot with that of people in backward countries. They must be made propaganda proof and be taught how to avoid demagogues and how to evaluate them properly. They should be taught that they owe the state something and that the state is not organized to drop everything right into their laps. Democracy assumes obligations and loyalties as well as rights. It implies an ability to live peaceably with other people and appreciate their worth. Our children should be prepared for civic leadership. We need a new type of politician. The present brand is ruining the world.

Economic independence is necessary for happiness. A nation without jobs is material for potential dictators and demagogues to work on. Hence, our children must be aided in selecting a vocation that is suitable to their gifts and temperaments. And above all, they must be made to realize that everybody cannot become rich and that riches are no guarantee of happiness.

Unless our boys and girls grasp this truth they will become bitter, jealous, and rebellious. Happiness is largely the result of a mental and spiritual attitude and is not related to the piling up of fortunes as much as most people think it is. We would have less radicalism in the country today and less of the reactionary attitude if people were taught to be satisfied with less money and seek their joy in nobler pursuits.

Books

for Parents

By WINNIFRED KING RUGG

SINCE reading is the chief leisure-time pursuit and since it plays so important a part in forming taste and opinion, the practical value of a survey made by May Lazar called *Reading Interests, Activities and Opportunities of Bright, Average and Dull Children* far outweighs the effect of its discouraging title. The book is published by Teachers College, Columbia University, in its Contributions to Education series (\$1.60). The survey is based on an intensive study of more than two thousand ten-to-twelve year-olds in New York schools.

The object of the survey was to find out how intelligence levels affect reading interests, and what relation there is between home and school surroundings and the children's taste for reading.

The conclusions reached by the investigator are somewhat appalling to one concerned about standards of literary taste. Children irrespective of high, low, and medium intelligence rating place series books—popular stories of somewhat unreal adventures—at the top of their preferred lists. Practically all the children emphasized the thrill element in explaining their preferences.

Dull children read less than bright ones, perhaps because they have not acquired the needed skill, and when they do read at all are more likely to choose unrealistic books of the fairy tale type. Girls read more than boys, and the brighter the girl the more inclined she is to read boys' books. The investigator raises the question as to whether in this world of comparative sex equality we are not making a mistake in encouraging a distinction between boys' books and girls' books.

That children need more guidance in their magazine and newspaper reading is all too obvious. Altogether the evidence indicates that unless better methods are employed for interesting children in "best" books, they will grow up increasing the already large number of adults who read with no purpose except to find escape from serious thinking.

• • •

Education for those who are no longer in school is now regarded as a community asset and more and more as a community responsibility. Two new publications of the American Association for Adult Educa-



tion deal with different aspects of the work: *Why Forums*, by Mary L. Ely and *The Music of the People*, by Willem Van de Wall (60 East Forty-Second St., New York. \$1 each).

The forum has been described as a vehicle for equipping citizens with civil intelligence so that they may cope with the problems of our day and nation. There are anywhere from a million and a half to four million persons attending forums in a given year. Mary Ely is concerned with learning to what extent forums are genuinely educative. She spent three months traveling through the country attending forums, and as a result of her observations, she detected in some of them certain defects which she does not hesitate to mention: The educative result is not so much in the information that listeners retain as in the new way they get of looking at things. She thinks that forums ought to stand on their own merit as modified lectures, and she believes that being Americans we shall continue to attend lectures and get more out of them than out of the printed page. The promotion of public school forums in some states is going forward, and in these she believes there is more likely to be an impartial presentation of controversial issues. The substance of her honest book is that the forum is a useful institution but not a cure-all. For those who have eyes to see, it gives light.

The place of music in adult education is the theme of Mr. Van de Wall's book. He spent six months making a survey of adult music groups in urban, suburban, and rural communities—concretely, in Westchester County, New York, in Cincinnati, Ohio, and in the states of Vermont, Kentucky, and Delaware. In the last mentioned state he found, even in the most unbelievably isolated rural districts, groups singing, playing, making music under the aegis of a tax-supported music program. Delaware, which is considered a pioneer in adult education, holds that music, if it is a part of public education at all, should be made available to the entire populace. Wisconsin, too, is particularly sensitive to the value of music, with special emphasis on group organization. Though the writer

finds far too much disposition everywhere to arm-chair appreciation of music via radio, he observes an increasing attainment of higher musical ideals. "The preservation and development of regional culture, resources, and traditions are . . . duties of established educational institutions."

• • •

In *Maternal Deaths—the Ways to Prevention* Dr. Iago Galdston (New York: The Commonwealth Fund. cloth 75 cents, paper 50 cents, 25 per cent discount for lots of 10 or more) urges publicity for his subject on the part of professional workers and all organizations interested in health and in child welfare. The maternal death rate in the United States, by the most liberal computation, exceeds that of all countries tabulated except Australia, Canada, Chile, and Scotland. In the city of New York, during the years 1930-32, there were 2041 deaths due to childbirth, 1343 of which were preventable. Dr. Galdston analyzes these cases and points out the various causes which contribute to these deaths. Errors in judgment or technique on the part of the physicians, failure on the part of the patient to obtain suitable care before and at the time of the birth, and lack of cooperation with reliable physicians were the chief causes. The tremendous importance of pre-natal care and the comparative safety of spontaneous over-operative delivery are facts to be publicized. The author offers a specific outline for maternity welfare programs in local communities.

• • •

Urgent needs of many mothers with small invalids are met by a pamphlet called *Games for Quiet Hours and Small Spaces* (New York: National Recreation Association. 50 cents). One outstanding merit in these diversions is that they call for very little preparation or equipment, most of the latter being easily available in the home.

There are also games for active children housed on stormy days, for playground use on hot days, and for the automobile trip. The author presents a collection of hundreds of games, new and old.

All About Parties, by Nina Kays (New York: Crown Publishers. \$1) is for young and old, and for all sorts of occasions. It includes the latest thing in holiday and anniversary parties complete from invitations to dessert. There are "bees" and scavenger hunts, stunts and dramatics. There are sit-down games and very lively ice-breakers. The author also includes a chapter on square and group dances and another describing the proper behavior for both hostess and guest under all circumstances. The book closes with a chapter dealing with simple party recipes.

• • •

A tiny booklet prepared by Mary Lewis Reed presents in brief form the new health approach to alcohol education. It is called *The Physiological and Psychological Effects of Alcohol and Their Social Consequences* (468 Fourth Avenue, New York. Single copy 15 cents; 100 at 10 cents; 500 at 7½ cents). The pamphlet, a reprint from *The Trained Nurse and Hospital Review*, is intended especially for the use of student nurses and clinic patients. It is a symposium of authoritative statements by distinguished physicians and scientists concerning the harmful effects of alcohol.

• • •

New Books for the Peace Library

Great Argument, a novel, by Philip Gibbs (Doubleday, Doran).

Action at Aquila, a novel, by Hervey Allen (Farrar & Rinehart).

The People Want Peace by Elias Tobenkin (Putnam).

The Defence of the Empire by Norman Angell (Appleton-Century).

America Goes to War by Charles Tansill (Little, Brown).

The Brothers, an allegory, by H. G. Wells (Viking).





DO YOU AGREE?

♦ I greatly enjoyed Alice Wilson's article "An Old Triangle Loses Its Angles." As a parent, I was particularly gratified that Miss Wilson, a teacher, emphasized the fact that parents are "intelligent," are sincerely seeking "adequate education," and are more than willing to cooperate with the school and other agencies into which they entrust their children. Perhaps it is true that we parents are groping, that it takes us a great deal of time to understand the philosophy behind the methods employed by educators. But make this philosophy intelligible to us, and I don't believe any teacher will ever have to worry about "uncooperative parents."

—P. B.

A PRACTICAL APPLICATION

♦ I believe you will be interested to know that in planning our vacation this summer my husband, myself, and our two children conferred and based our decision upon Dr. Ojemann's practical requirements for a vacation as outlined in his article "Home-Made Vacations." It was really fun to make out our list of possible vacation ideas, find out all we could about each, and then check them against the list. We learned a great deal, and hope really to have an enjoyable vacation this summer. A happy vacation to you, too, Dr. Ojemann!

—S. J.

A PLEDGE

♦ I speak for a group of 15 mothers who have pledged themselves to do everything in their power to help stamp out the Marihuana habit. Living in a community where several Marihuana cases were recently exposed, we were more than happy to find the subject of Marihuana considered in the NATIONAL PARENT-TEACHER and the parent-teacher responsibility discussed. We hope this article by Commissioner Anslinger will stimulate other groups to take action in ridding our youth of this spreading menace.

—A. M. W.

A POTENTIAL P.T.A. MEMBER

♦ I am, at present, only a potential parent-teacher member, for my child is but fifteen months old. However, I have been a NATIONAL PARENT-TEACHER reader for almost two years, and I should like to make a suggestion: Couldn't we have more articles dealing with very young children in the magazine? I am particularly interested, and I know so many mothers of young children are, in such subjects as forming good speech habits, developing good muscular activity, how our children's minds grow, developing good social habits, and other things that will help us bring up our children. We want them to be pretty well developed by the time they are ready for the "first day of school."

—R. S.

IT DOESN'T

♦ I have been a reader of the NATIONAL PARENT-TEACHER for several years, and for a long time I have been wondering why you do not emphasize the preparation of children for everyday life as we live it here in this country, a preparation which should begin in the nursery and elementary schools. Why does education for living in a democracy have to be delayed until highschool and college?

—M. T.

(Editor's Note: See Study Course outline for next year, Page 39)

WHAT MAKES LIFE WORTH LIVING?

♦ May I make a suggestion: Why not run a column on "What Makes Life Worth Living?" So many people today are too busy with making a living to remember the beauty and satisfaction that can be gotten out of a sunset, for example, a beautiful symphony, and so on. These are, of course, only examples, but I do think such a column would be worthwhile.

—I. M. D.

A CHALLENGE

♦ I had just put down the newspaper when the May issue of the NATIONAL PARENT-TEACHER arrived. In view of what I had been reading—the threat of war, dictatorships, unemployment, and so on—it seemed especially fitting to see as the President's Message this month "Democracy Opens the Door," and to read the words: "In the family lies the hope of the eventual achievement of democratic living." This is a challenge to us as parents—to all who believe in the family. May we be worthy of it.

—F. M. G.

SHALL WE TRY IT?

♦ I picked up the NATIONAL PARENT-TEACHER one day and have been reading it off and on for almost a year. In that time I have often been tempted to voice my reactions, which are those of a typical highschool student, to many of the articles. I am wondering how many young people who read the magazine have felt as I do—that we should like to have a corner in which to express our own ideas. They may be crude, they may show lack of maturity, but it seems to me that whatever they are, they should be worth something to you who are, after all, interested in us!

—J. R.

Parent-Teacher Study Course for 1938-39

THE FAMILY IN A DEMOCRACY

IN AN attempt to meet the needs of our day, the National Parent-Teacher presents as its Parent-Teacher Study Course for 1938-39, "The Family in a Democracy," outlined and directed by Dr. Ada Hart Arlitt, Chairman of the Committee on Parent Education for the National Congress of Parents and Teachers. So interesting and promising are the problems to be discussed in this course by distinguished authors and educators, that little hesitation is felt in predicting that its serious study by study groups everywhere will be most beneficial; and that, in general, the influence of "The Family in a Democracy" will be widespread. The course consists of eight articles, the first to appear in the August-September 1938 issue. Carefully selected and comprehensive reading references, study guides, and problems for discussion will accompany each article.

1. New Standards for Family Living

The standards of living which the modern family tries to reach are very different from those of 35 to 50 years ago. It is time to re-think the values which will make family life more productive and provide for the best growth of parents and children.

2. The Changed Homemaker

The modern homemaker has to know at least forty-seven different fields if she is to be successful. The present complexities of life make it necessary for her to know fields never entered before by homemakers.

3. The Citizen in the Nursery

As soon as the child is born, training for citizenship can begin. In fact the basis of respect for law, of a sense of responsibility for the community, of dependability, and of any other qualities essential for good citizens are laid in the nursery.

4. The Citizen Goes to School

It is important for children in school and youth in highschool to have practical contact with community projects. Citizenship is learned not from books, but by actual participation in community living and by sharing community responsibilities.

5. Soon We'll Vote

There are many problems which the modern world presents to youth beyond highschool age. This age presents many phases of living which need constructive thinking both by parents and by their children.

6. Whose Quarrels Are These?

Institutions in the community are what families make them. If the community has elements which are harmful to childhood, it is largely because families have not cooperated in an attempt to change them.

7. Projects and Purposes

Democratic life has a place not only in the home but also in parent-teacher associations. The application of the principles that make for good living in a family would also make for better parent-teacher associations.

8. The Forward Stretch

Many of the conditions that we are now facing have been met before in the world. Economists and sociologists can sometimes predict from present conditions what may follow. A few of these predictions are contained in this article.

ANNOUNCEMENTS

Parent-Teacher Seminar

A seminar on the parent-teacher movement will be conducted by the National Congress of Parents and Teachers at its National Office in Washington, D. C., July 5-10, 1938. Officials of the National Congress and leading educators will participate in the seminar.

The seminar will be organized on an informal basis and will include discussions of parent-teacher procedures and parent-teacher relationships. The seminar will provide opportunities for lectures on the parent-teacher movement; discussion periods; parent-teacher activities; individual study; and consultation concerning parent-teacher activities.

.

National Education Association Convention

The N. E. A. summer meeting will be held in New York City, New York, June 25-30, 1938. At the third general morning session, June 29, Mrs. J. K. Pettengill, President, National Congress of Parents and Teachers, will lead a symposium on "The Purposes of Education" in which leaders of national organizations will participate. At the general session meeting of the Department of Elementary School Principals, Monday afternoon, June 27, Mrs. Pettengill will discuss "Teacher Participation Through the P.T.A." The Department of Elementary School Principals cordially invites members of parent-teacher associations to attend this meeting to hear their National President.

Our Authors

DR. PAUL POPENOE, who began his brilliant career as a newspaper man, has distinguished himself as author, biologist, and agricultural explorer—once even bringing 16,000 date palms back to the United States—and at present, is the Director of the Institute of Family Relations, Los Angeles, California. He comes to our magazine this month with the straightforward and challenging article, "The Changing Family in a Changing World." Dr. Popenoe has published many books among which are: "The Conservation of the Family," "The Child's Heredity," and "Modern Marriage." Dr. Popenoe is married and the father of four children.

• • •

For those who are interested in the drama (and who isn't?) we present MABEL FOOTE HOBBS' article, "The Family Players." Miss Hobbs was for fifteen years Director of the Bureau of Community Drama for the National Recreation Center and the National Recreation School. She is also the author of several books including "Six Bible Plays" and "Play Production Made Easy."

• • •

DR. DOUGLAS A. THOM has often in the past enriched our magazine, and his interesting narrative style has proved a stimulant to study groups everywhere. Dr. Thom, Director of the Habit Clinic for Child Guidance, is a member of many scientific societies; American Neurological Association, American Psychiatric Association, Boston Society of Psychiatry and Neurology, and others. His books, "Everyday Problems of the Everyday Child," "Normal Youth and Its Everyday Problems," and "The Mental Health of the Child," are widely in demand.

• • •

DOROTHY BARTLETT, author of "In Your Own Back Yard," won an award in an all-city "Back Yard Playground" contest conducted by the Central Council of her Parent-Teacher Association. The mother of two children, she is an active P.T.A. member. In her spare time, as an extra-curricular activity, Mrs. Bartlett also writes magazine articles.

• • •

DR. LEE FORREST HILL graduated from Harvard Medical School in 1920, and has been engaged in the practice of pediatrics in Des Moines, Iowa, since 1921. Dr. Hill is a member of the American Academy of Pediatrics, and Chairman of its Committee on Cooperation with Non-Medical Groups and Societies. He is also the editor of the Iowa State Medical Journal. Although long interested in parent-teacher work and an active participator in parent-teacher activities, this is Dr. Hill's first appearance in our magazine. We are happy to welcome him as a contributor.

• • •

DR. DAVID D. VAUGHAN was educated with future engineers in the Richard Crane Technical High School, following which he was graduated from Northwestern Univer-

sity, with further graduate work in Sociology at the University of Chicago. For many years he did social settlement work in Chicago. Today Dr. Vaughan is a Professor of Social Ethics at Boston University. Interested in modern trends in religion, education, and government, he is well known as a lecturer of outstanding merit and appeal.

• • •

GLADYS HALL, former President of the American Association of Visiting Teachers and present Personnel Secretary, is a Professor at the Graduate School of Social Service Administration at the University of Chicago. Miss Hall's work with the Association together with her actual classroom work privileges her to speak sincerely and authoritatively on the function of the visiting teacher.

A NEW PUBLICATION

"Changing Patterns for Group Living"

After reading "Echoes from the Convention," members of discussion groups and program committees will welcome the announcement that the complete addresses and conferences given at the Convention in Salt Lake City are to be available in an inexpensive reprint pamphlet form about August 15.

The challenging subject, Changing Patterns for Group Living, was developed by a group of outstanding representative leaders of today. These addresses, discussions, and formal presentations of the various phases of the subject will bring to Congress members a new vision and fresh inspiration.

Price 25c

Order from

NATIONAL CONGRESS OF PARENTS AND TEACHERS
1201 Sixteenth Street N. W. Washington, D. C.

Does Your Subscription Expire With This Issue?

You can tell by looking at the address label. If the following numbers (6-38 or 7-38) appear on it, your subscription expires with this, the June-July, 1938, issue.

Also please check your label for correct spelling and proper street or RFD number. If any change should be made, please notify us at once.

NATIONAL PARENT-TEACHER

1201 16th St. N. W.

Washington, D. C.

